



Arizona Department of Education
Tom Horne, Superintendent of Public Instruction

Adult Education Program Administrator Professional Learning Survey Results



Arizona Department of Education,
Division of Educational Services & Resources
(602) 258-2410
www.ade.az.gov
March 2007

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Administered August 2006**

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Survey Working Terms

Adult Basic Education (ABE): Classes for basic reading, writing, and mathematics skills.

Adult Secondary Education (ASE): Classes for language arts, reading and writing, social studies, science, and mathematics.

Arizona's Adult Education Data Collection System (AEDATCOL): Database used by adult education programs for reporting federal and state mandated student information.

Community-based organization: Community agencies that provide services for low-income children and families.

English Language Acquisition for Adults (ELAA): Classes for learning the English Language.

Basic English Skills Test (BEST): State mandated assessment used by state funded adult education programs for learner placement and progress testing in listening comprehension, language complexity, and communication.

Non-profit/501.C3 organization: A federal and state tax-exempt organization.

Test for Adult Basic Education (TABE): State mandated assessment used by state funded adult education programs for learner placement and progress testing in reading, language, mathematics, and spelling.

Adult Education Administrator Survey

Executive Summary

This report summarizes the results of the Arizona Adult Education Program Administrator survey that was completed in August 2006. A total of 42 program administrators from 33 State-funded adult education programs were sent a request to participate in an online survey designed to examine program operations, professional learning practices, and demographic information. The survey contained open-ended questions, check boxes, and a 5-point Likert-type scale (Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree). Overall, 41 (95%) program administrators submitted responses to the survey. Two program administrators did not complete the survey and were excluded, leaving 39 respondents. Please refer to the appendix for a frequency count of specific responses.

Purpose

The intent of the survey was to collect baseline information on adult education program operations, program instructional frameworks, administrator and instructor professional learning practices, and program administrator demographics. The information collected via the survey was used to a) better understand the current state of the adult education system in Arizona, b) provide valuable information for the selection of professional learning activities and projects, and c) establish baseline information that can be used to examine the impact of professional learning in Arizona adult education. Specific features of the survey are explained in the following sections:

Administrator Perceptions Brief Overview of Selected Responses

Program Operations:

- Of the 39 participants who submitted one or more responses:
 - 95% indicated that program administrators participate in program planning
 - 97% indicated that instructors participate in program planning.
 - 51% indicated that para-professionals participate in program planning.
 - 49% indicated that parent organization representatives participate in program planning.
 - 54% indicated that adult education students participate in program planning.
- Of the 39 participants who submitted a response:
 - 44% indicated that administrators communicate primarily with adult education instructors via face-to-face meetings
 - 26% indicated that administrators communicate primarily with adult education instructors via work-provided email
- Of the 39 participants who submitted a response:
 - 49% indicated that they receive administrative position funding from ADE/AES
 - 28% indicated that they receive funding from their parent organization.

- Of the 39 participants who submitted one or more responses:
 - 51% indicated that employee benefits are provided for staff who work 40 hours per week
 - 41% indicated that employee benefits are provided for staff who work 30 or more hours per week
 - 15% indicated employee benefits are provided for staff who work 20 hours per week

Instruction and Classes:

- Of the 39 participants who submitted a response:
 - 46% indicated that 51% or more of the certified instructors in the program are combined ABE/ASE instructors.
 - 49% indicated that 51% or more of the instructors in the program are ELAA instructors.
- Of the 37 participants who submitted one or more responses:
 - 41% indicated low beginning as the level of ELAA class offered primarily to students in the adult education program
 - 46% indicated multi-level as the level of ABE class offered primarily to students in the adult education program
 - 51% indicated multi-level as the level of ASE class offered primarily to students in the adult education program
- Of the 37 participants who submitted one or more responses:
 - 59% indicated reading as a specialized class offered to students in the adult education program
 - 49% indicated math as a specialized class offered to students in the adult education program
 - 46% indicated writing as a specialized class offered to students in the adult education program

- 38% indicated transitional classes as a specialized class offered to students in the adult education program
- Of the 39 participants who submitted a response:
 - 97% indicated that adult education classes are offered at least nine months or more out of the calendar year.

Orientations:

- Of the 39 participants who submitted a response:
 - 85% indicated that new instructors complete a formal job orientation.
- Of the 39 participants who submitted a response:
 - 36% indicated that the adult education program director provides the formal job orientation
 - 30% indicated that a colleague/mentor teacher provides the formal job orientation
 - 27% indicated that the formal job orientation is completed via a local adult education program training
- Of the 37 participants who submitted a response:
 - 57% indicated utilizing volunteers
 - 67% indicated that volunteers complete a formal orientation

AEDATCOL data entry:

- Of the 37 participants who submitted a response:
 - 38% indicated para-professionals as responsible for entering data
 - 19% indicated instructional managers/coordinators as responsible for entering data
 - 8% indicated program director as responsible for entering data
 - 8% indicated instructors as responsible for entering data
 - 3% indicated volunteers as responsible for entering data
- Of the 37 participants who submitted a response:
 - 89% indicated that staff responsible primarily for data entry has completed training for data entry
- Of the 37 participants who submitted a response:
 - 54% indicated ADE/AES as the provider of AEDATCOL data entry training
 - 22% indicated on-the-job as the method primarily used for data entry training
 - 19% indicated locally produced program training as the method primarily used for data entry training

Reviewing AEDATCOL data:

- Of the 37 participants who submitted one or more responses:
 - 62% indicated program administrators as responsible primarily for reviewing AEDACTOL data
 - 22% indicated that instructional managers/coordinators as responsible primarily for reviewing AEDACTOL data
 - 5% indicated paraprofessionals as primarily responsible for reviewing AEDACTOL data
- Of the 37 participants who submitted a response:
 - 24% review AEDATCOL data with their supervisors monthly
 - 19% review AEDATCOL data with their supervisors quarterly
 - 16% do not review AEDATCOL data with their supervisors
 - 11% review AEDATCOL data with their supervisors weekly
 - 5% review AEDATCOL data with their supervisors bi-weekly
- Of the 37 participants who submitted a response:
 - 35% review AEDATCOL data with the instructors at the program monthly
 - 35% review AEDATCOL data with the instructors at the program quarterly
 - 8% review AEDATCOL data with the instructors at the program bi-weekly
 - 5% review AEDATCOL data with the instructors at the program weekly
 - 5% do not review AEDATCOL data with the instructors at the program

- Of the 37 participants who submitted a response:
 - 76% are not required to submit AEDATCOL data to the programs parent organization.

Basic English Skills Test (BEST) and Test for Adult Basic Education (TABE):

- Of the 37 participants who submitted a response:
 - 91% indicated that TABE administration training has been completed by the staff responsible primarily for test administration
- Of the 37 participants who submitted a response:
 - 81% indicated that BEST administration training has been completed by the staff responsible primarily for test administration.
 - 19% indicated that BEST administration training was not applicable.
- Of the 37 participants who submitted a response:
 - 16% indicated that volunteers administer the TABE
 - 14% indicated that volunteers administer the BEST

Professional Learning:

- Of the 37 participants who submitted a response:
 - 95% indicated that adult education instructors complete professional development activities
- Of the 35 participants who submitted a response:
 - 40% indicated that professional development activities attended by instructors are determined by the program administrator
- Of the 37 participants who submitted a response:
 - 100% indicated that program administrators participate in professional development activities

- Of the 37 participants who submitted a response:
 - 46% indicated that professional development sessions are selected by program administrator interest.
- Of the 37 participants who submitted a response:
 - 62% indicated that professional development is provided primarily by ADE/AES
- Of the 35 participants who submitted one or more responses:
 - 43% indicated that professional development is added as regular work hours for full time instructors
 - 34% indicated that flex time is provided to compensate full time instructors for participation in professional development
 - 23% indicated that additional paid time is provided to compensate full time instructors for participation in professional development
- Of the 35 participants who submitted one or more responses:
 - 49% indicated that additional paid time is provided to compensate part- time instructors for participation in professional development
 - 46% indicated that professional development is added as regular work hours for part- time instructors
 - 20% indicated that flex time is provided to compensate part- time instructors for participation in professional development
- Of the 37 participants who submitted a response:
 - 35% indicated that volunteers participate in professional learning activities
- Of the 13 participants who submitted a response:
 - 69% indicated that training is selected through volunteer interest
- Of the 13 participants who submitted a response:
 - 62% indicated that professional development for volunteers is provided by the adult education program

Professional Organizations and Listserves:

- Of the 37 participants who submitted a response:
 - 68% indicated that their program funded memberships in professional organizations.
- Of the 25 participants who submitted one or more responses:
 - 88% indicated that their program funds memberships to the Arizona Association for Lifelong Learning (AALL)
 - 40% indicated that their program funds memberships to the Mountain Plains Adult Education Association (MPAEA)
 - 28% indicated that their program funds memberships to the Commission on Adult Basic Education (COABE),
 - 28% indicated that their program funds memberships to the Teachers of English Teachers to Speakers of Other Languages (TESOL)
- Of the 37 participants who submitted a response:
 - 14% indicated that their program funds professional organization memberships for volunteers.
- Of the 29 participants who submitted a response:
 - 72% indicated participating in listserves and/or blogs related to adult education.

Educational Achievement:

- Of the 37 participants who submitted a response:
 - 74% of the respondents hold a Bachelor's degree or higher.
- Of the 37 participants who submitted a response:
 - 76% hold current Arizona adult education certification.
- Of the 36 participants who submitted a response:
 - 74% have been in the field of Adult Education for six years or more
- Of the 37 participants who submitted a response:
 - 56% have taught in adult education classrooms for six years or more

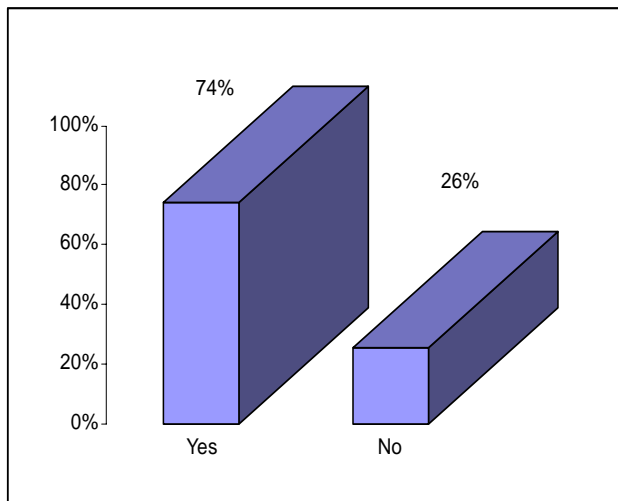
Appendix A: Summary of Responses

Arizona Department of Education, Adult Education Services

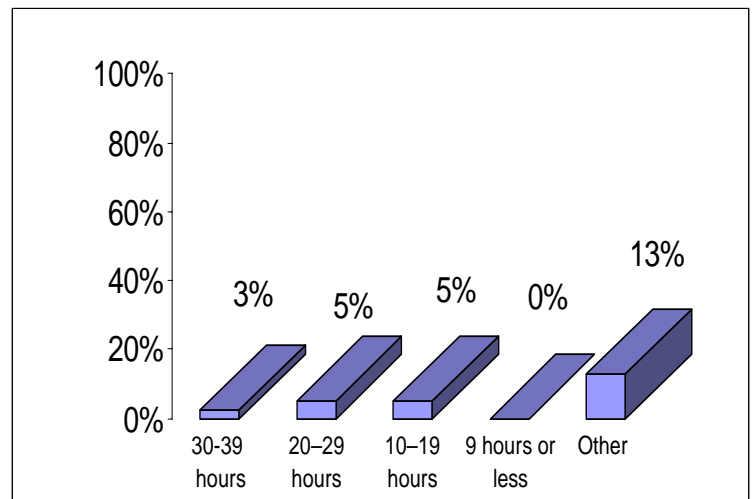
Adult Education Program Administrators Professional Learning Survey

Percentages are based on the number of submitted responses

Q1. Are you currently employed 40 hours or more per week by the adult education program's parent organization?



Q2. I am currently employed by the adult education programs parent organization: (Select one)

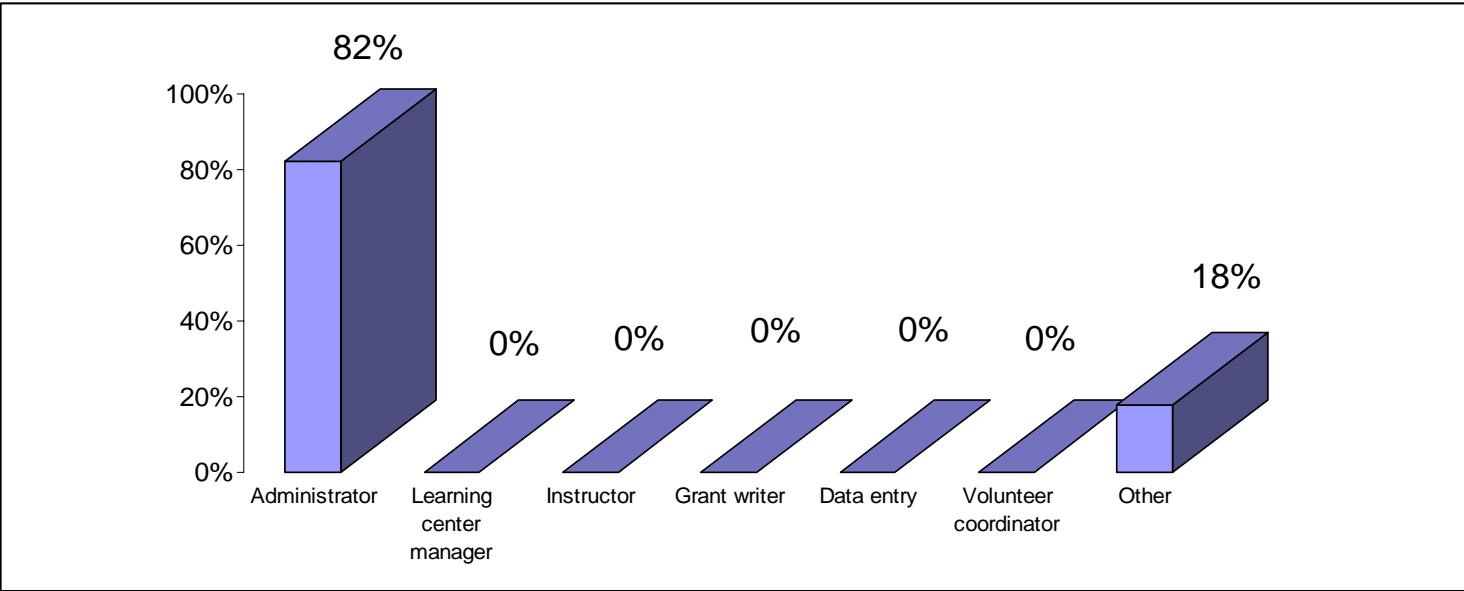


Written Responses:

- Paid \$500 month basically volunteer
- Director-1 of many responsibilities
- It's part of my contract with my school
- None
- A percent of time

n=11

Q3. What is your primary responsibility within the adult education program? (Select one)

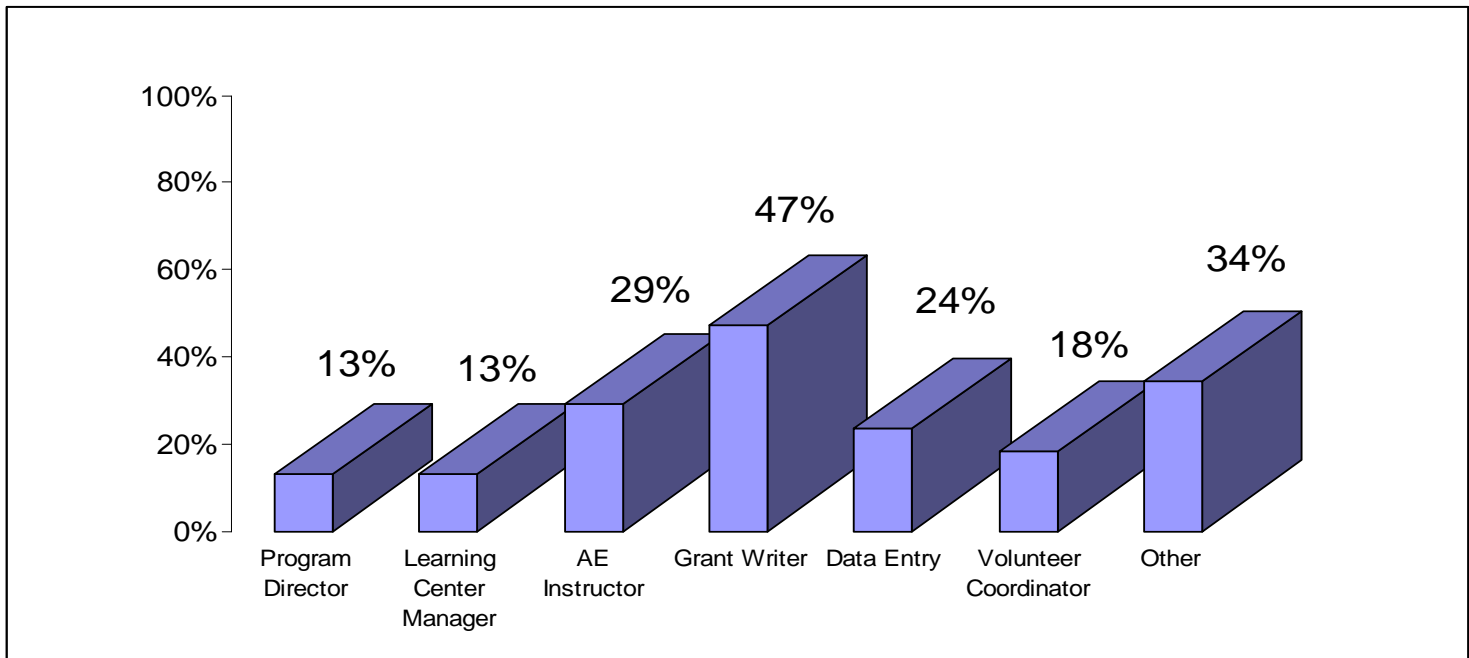


Written Responses:

- Dean of adult education and developmental
- Coordinator
- Administrator
- Executive director
- Paid coordinator
- Federal programs director
- Program coordinator

n=39

Q4. What are your secondary responsibilities within the adult education program? (Check all that apply)

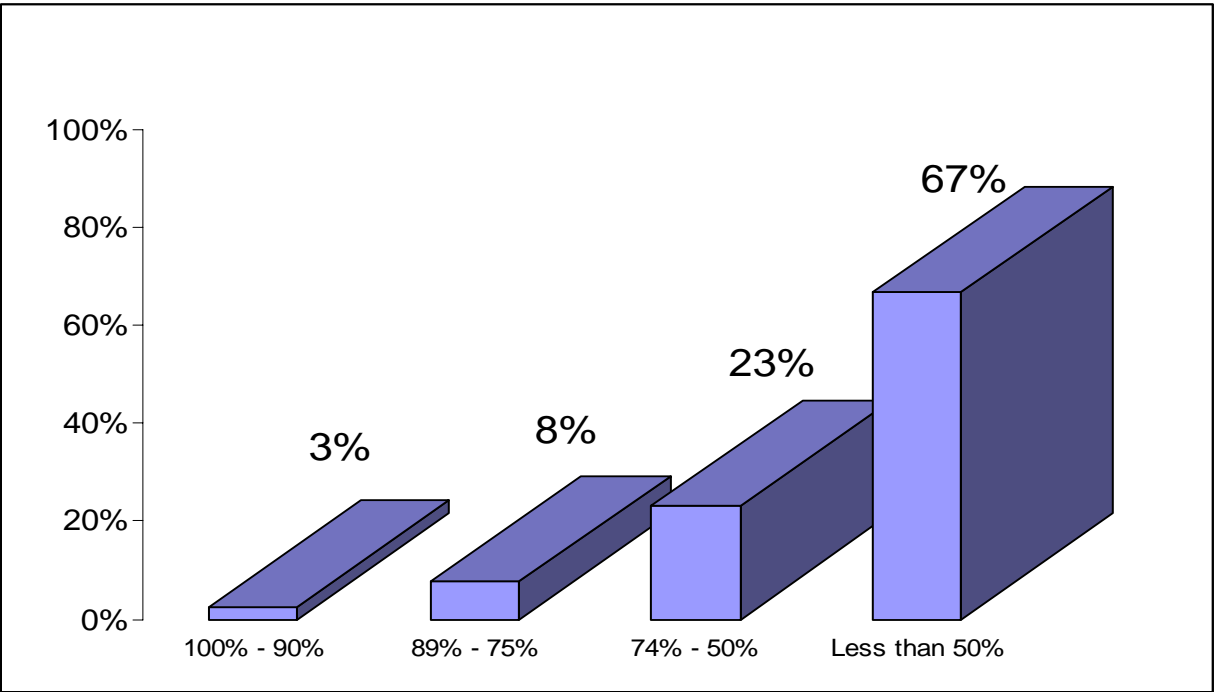


Written Responses:

- One Stop Director
- None
- Program Development
- Literacy Director
- Community Liaison
- Coordinator prevention program
- Professional Development and Teacher Evaluation
- Tutor, Computer Lab Administrator, Publicity & Public Relations, Fund Raising
- Distance learning, ETT
- Director of Finances
- Staff development, program assessor,
- Planning, oversight, fiscal and program supervision
- Professional Development Coordinator

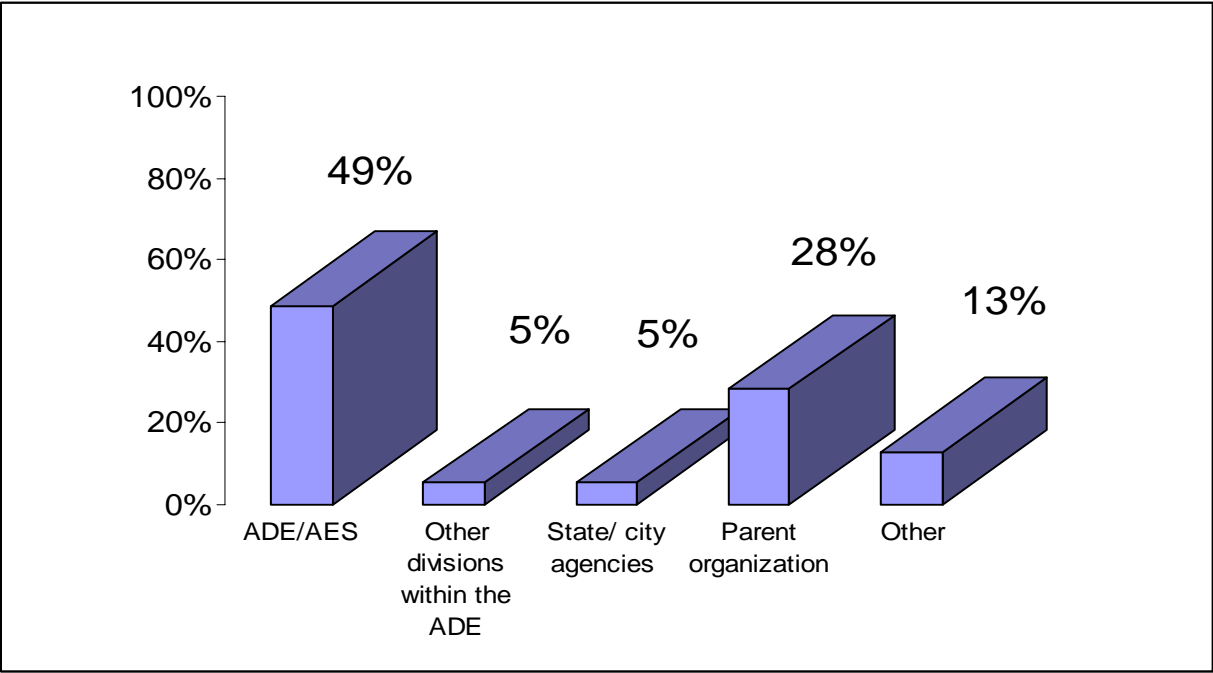
n=38

Q5. What percentage of your work time is devoted to responsibilities other than adult education?



n=39

Q6. What is the primary source of funding for your position? (Select one)

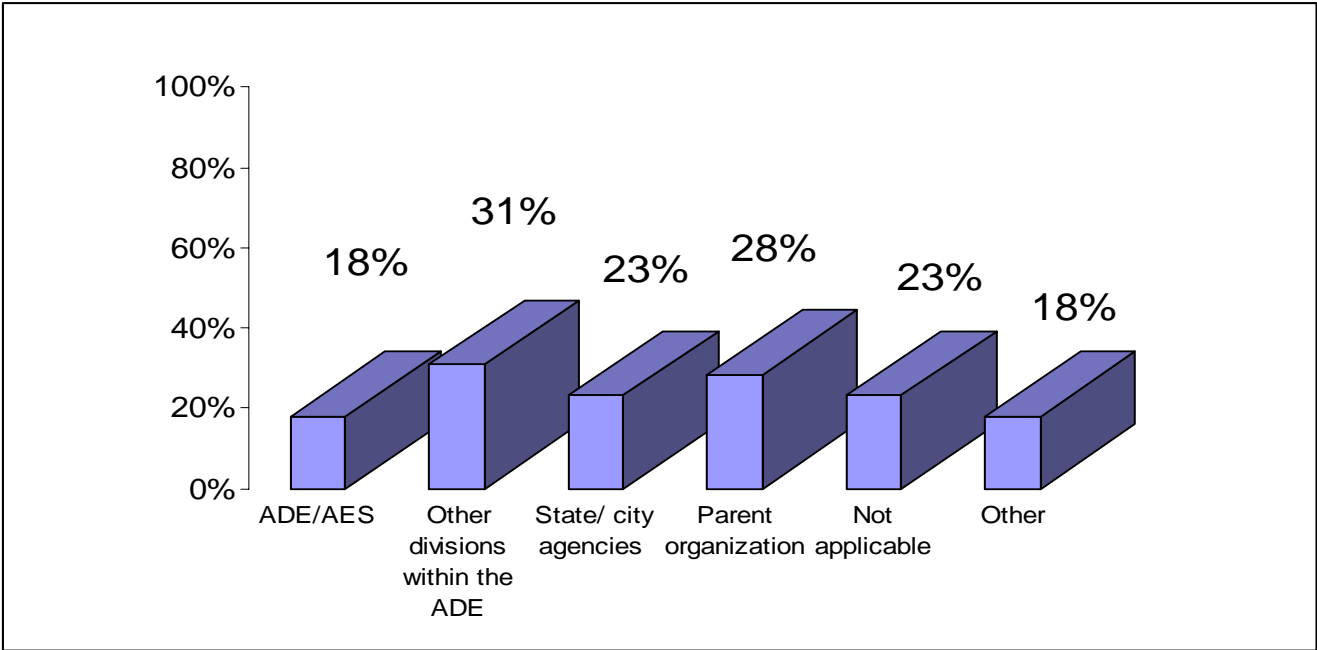


Written responses:

- Multiple
- NUSD grant funding-Title I, Title II, etc
- School district
- United way, value options
- Community College

n=39

Q7. What additional sources fund your position? (Check all that apply)

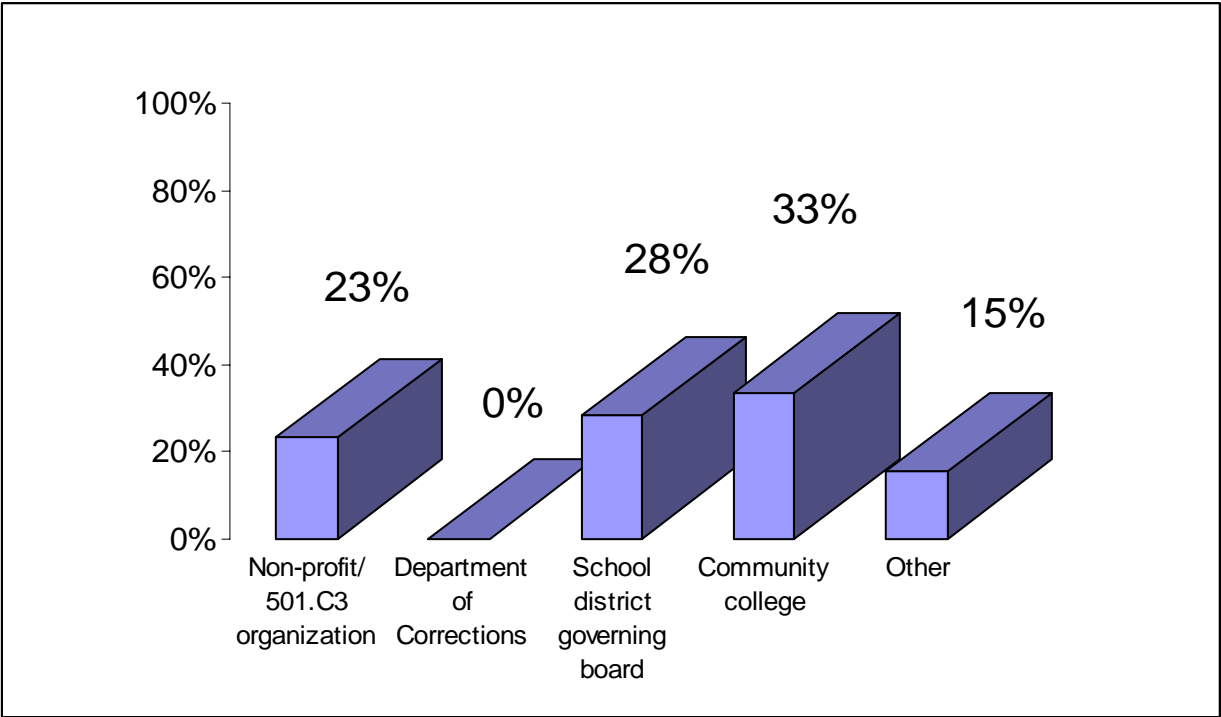


Written responses:

- WIA
- Federal Funding
- Varied
- United Way & private funding
- Workplace programs, partnership agreements
- Private Foundations & Individual Donors
- Foundations

n=39

Q8. The salary for your position is determined by the: (Select one)

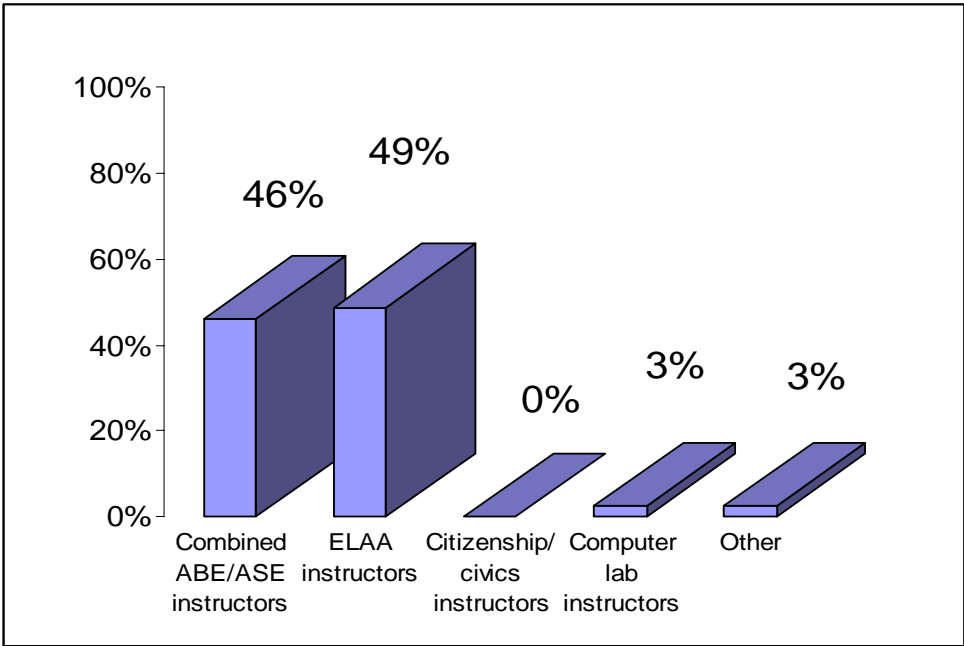


Written responses:

- Board of Supervisors
- Parent organization
- Parent organization
- Pima County
- City grade scale/HR
- Other

n=39

Q9. More than half of the certified adult education instructors in the program are: (Select one)

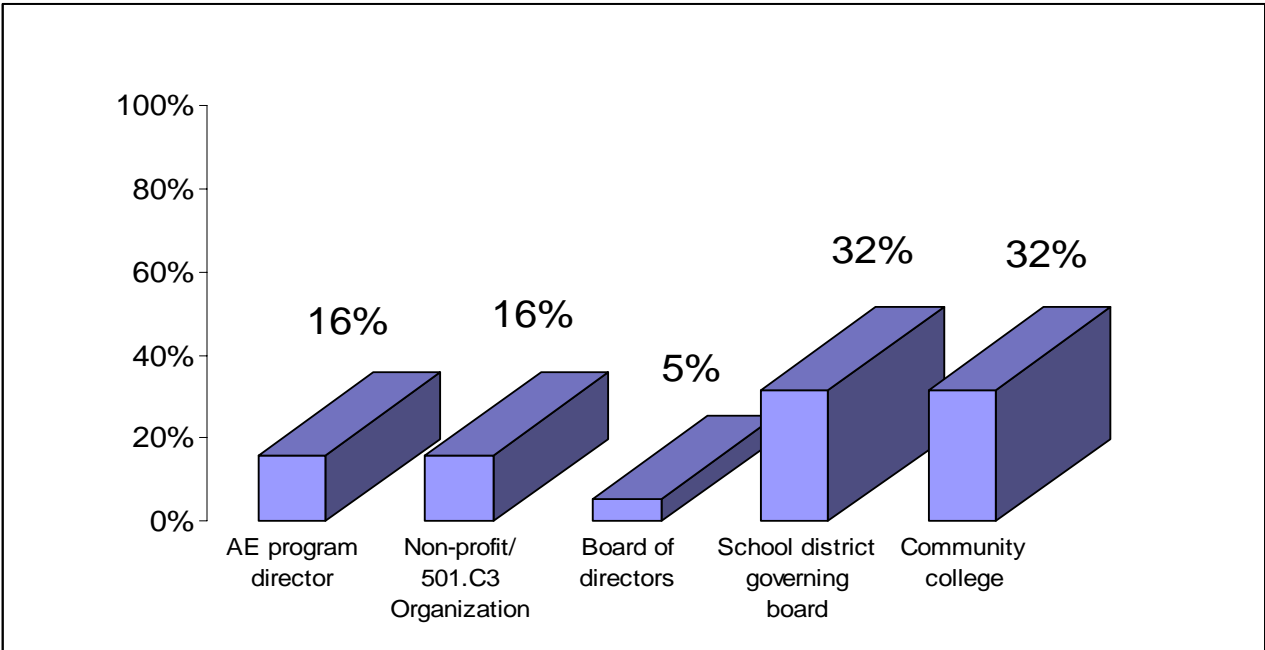


Written responses:

- Half and half

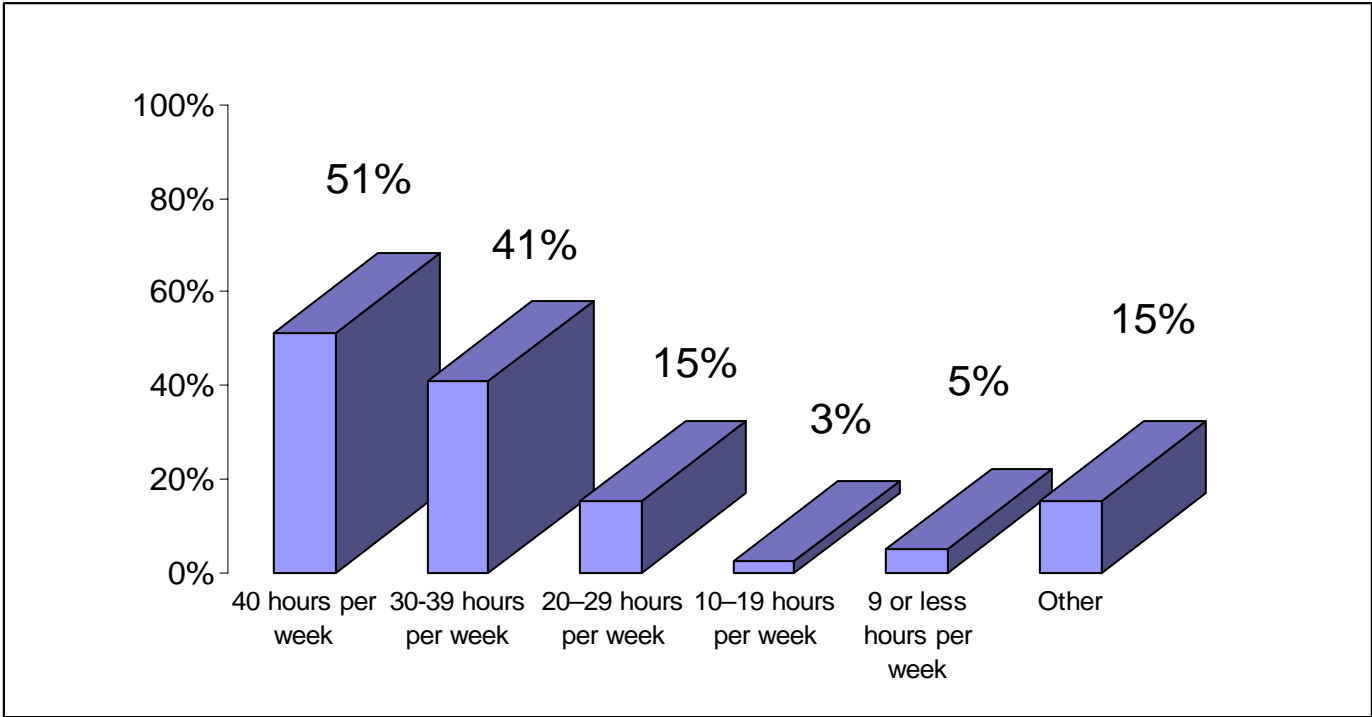
n=39

Q10. Salaries for the adult education program staff are determined by a: (Select one)



n=38

Q11. Employee benefits are provided to certified adult education instructors who teach: (Check all that apply)

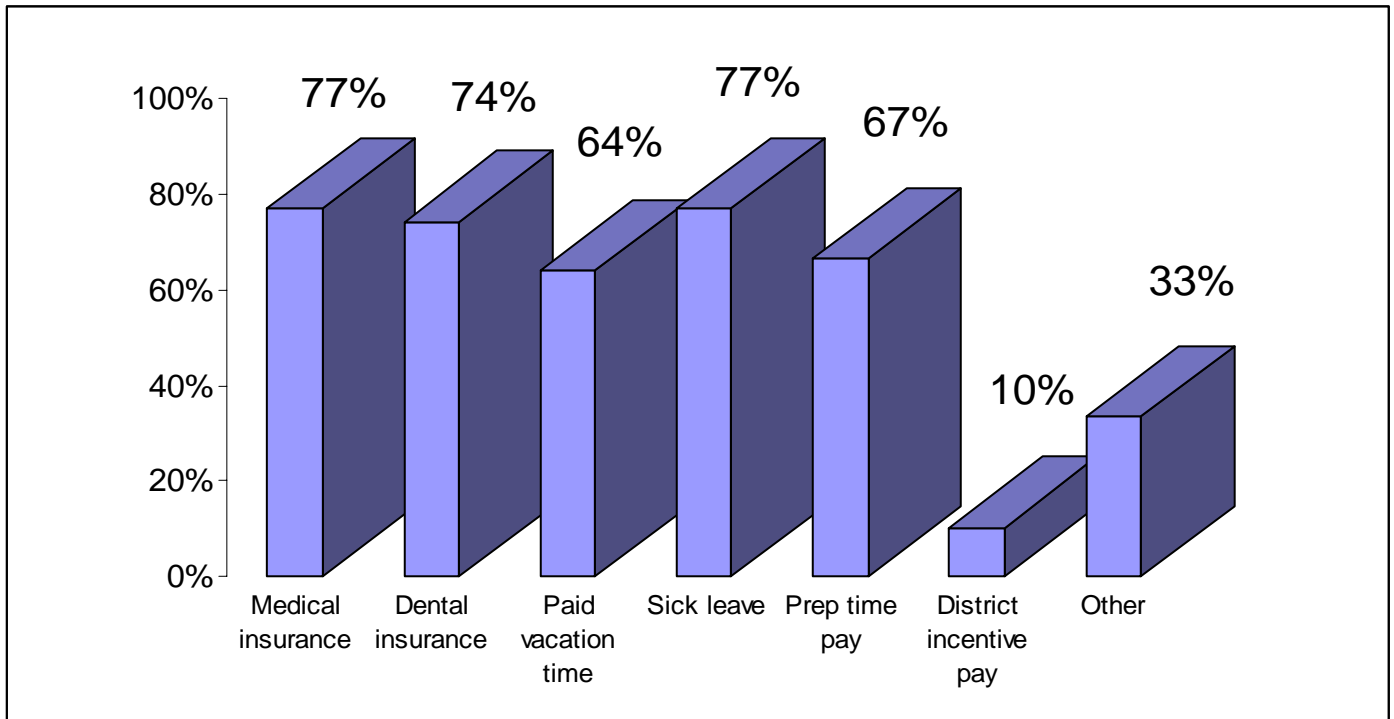


Written responses:

- No employee benefits
- All teachers receive incentive pay benefits
- None of our instructors work more than 7 hours/week for the adult program
- Not applicable
- Other
- 29 hours per week or more

n=39

Q12. Employee benefits include: (Check all that apply)

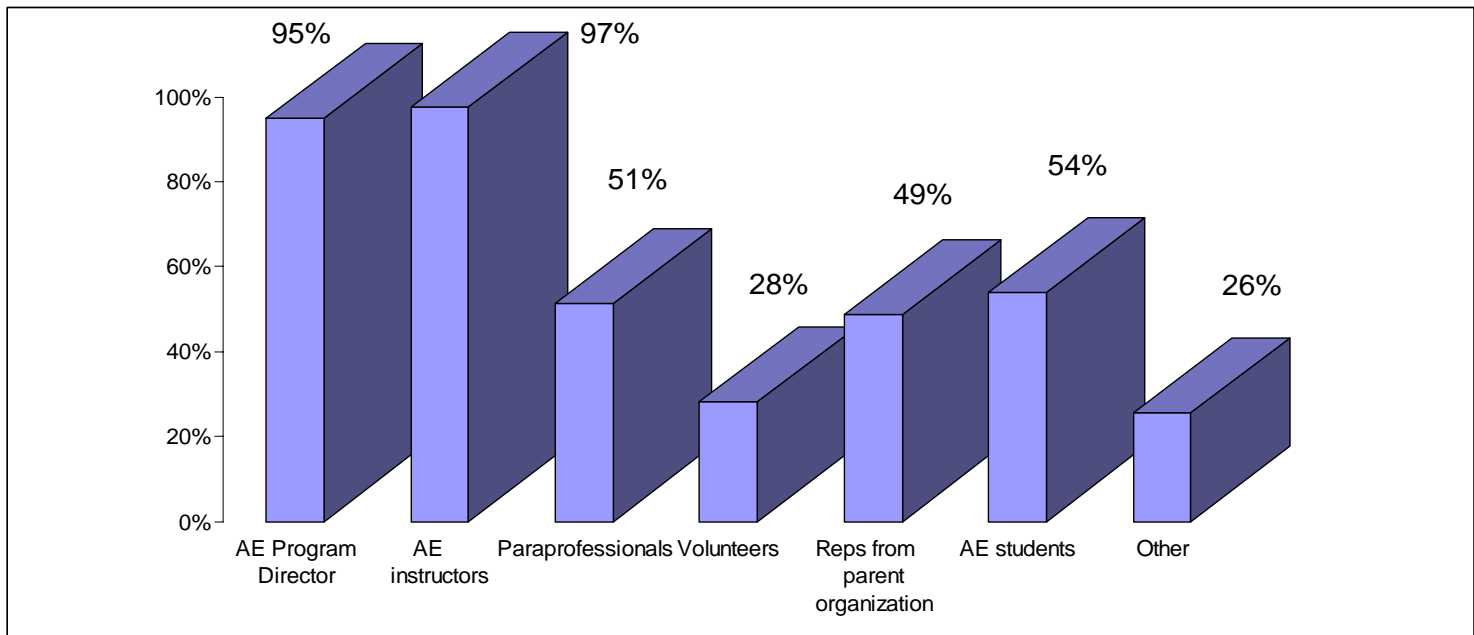


Written responses:

- None
- Retirement, workmen's comp
- Personal Time, 403 B7 Retirement Plan, spouse and family insurance coverage
- Simple IRA
- District stipends
- Vision insurance
- Short & Long Term Disability: an elective Simple IRA
- Career Ladder pay
- State retirement system
- 401K
- Only part-time instructors receive prep time pay
- None are full time and have no benefits
- We do not receive any benefits

n=39

Q13. Who participates in program planning: (Check all that apply)

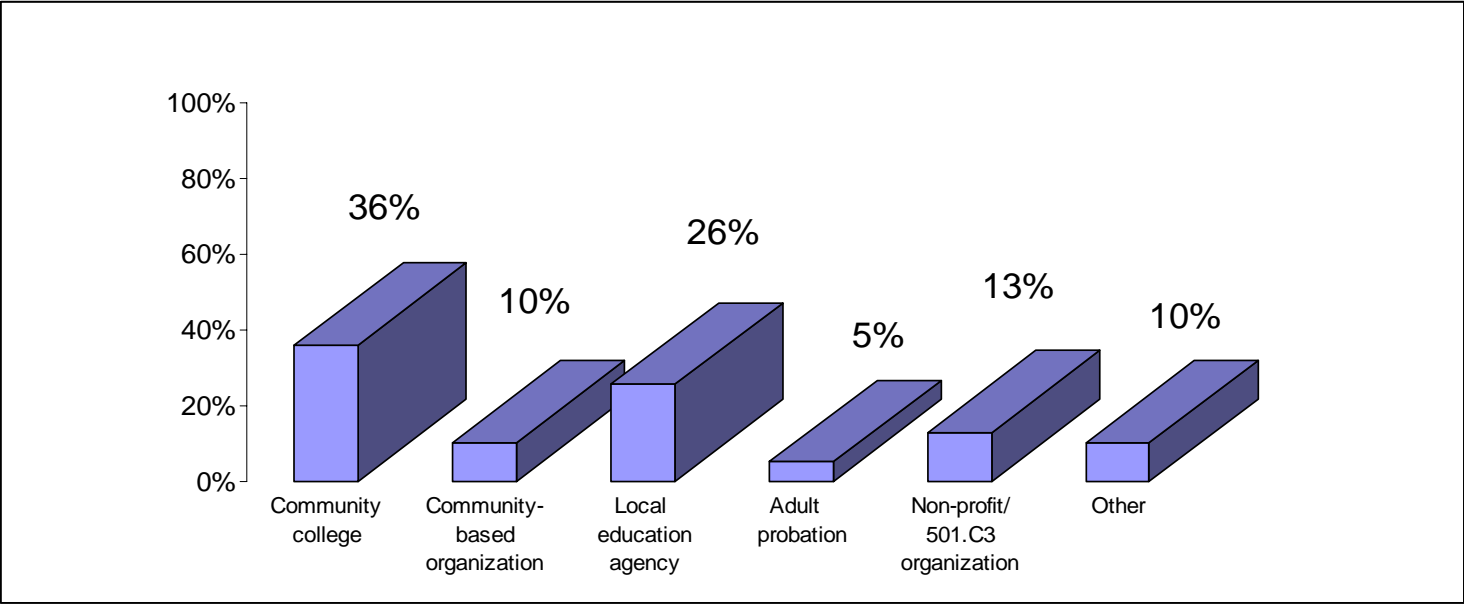


Written responses:

- Board of Directors
- Mid-level managers
- community members
- Community partners
- Support staff, i.e., secretary
- Board members; Volunteer Manager
- Classified staff
- Board of Directors
- Advisory Board members
- Program coordinators

n=39

Q14. For what type of adult education agency do you work? (Select one)

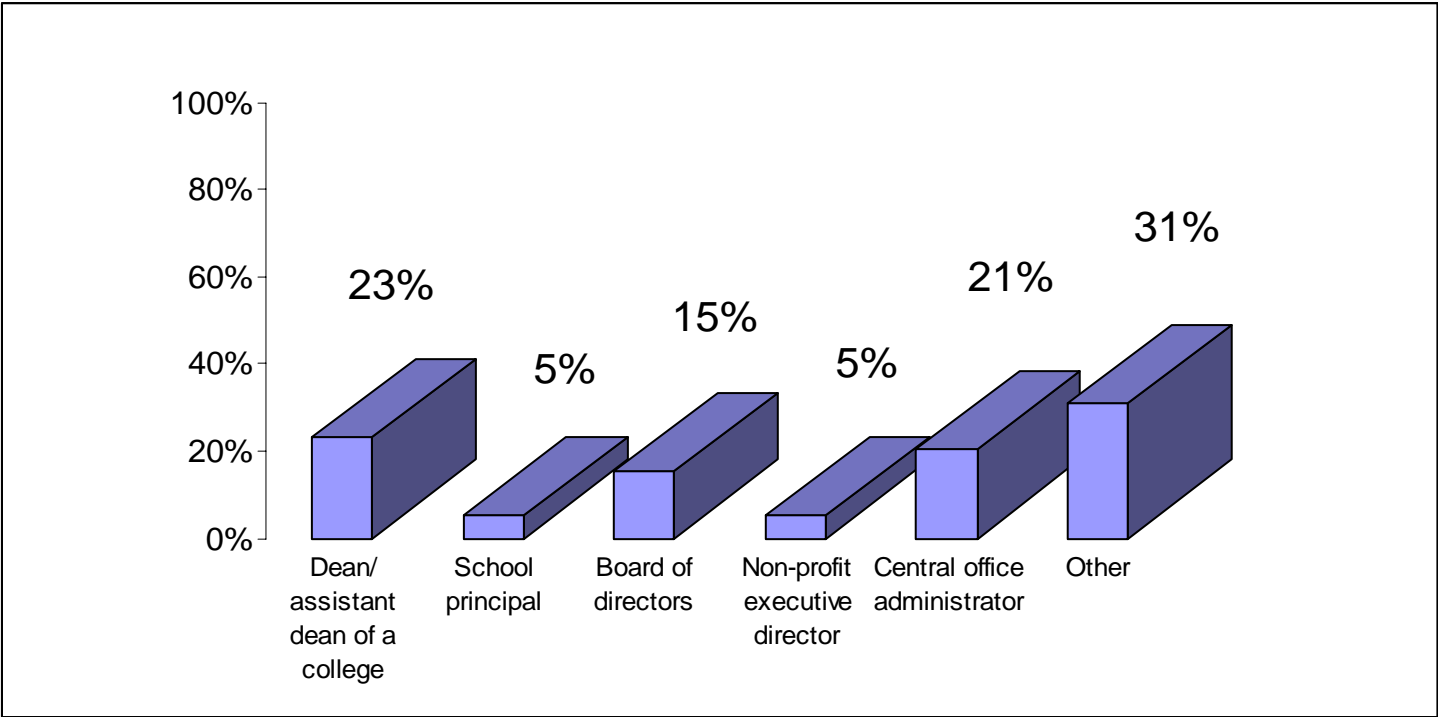


Written responses:

- One Stop-county
- Municipality
- Other
- School district

n=39

Q15. Who is your immediate supervisor? (Select one)

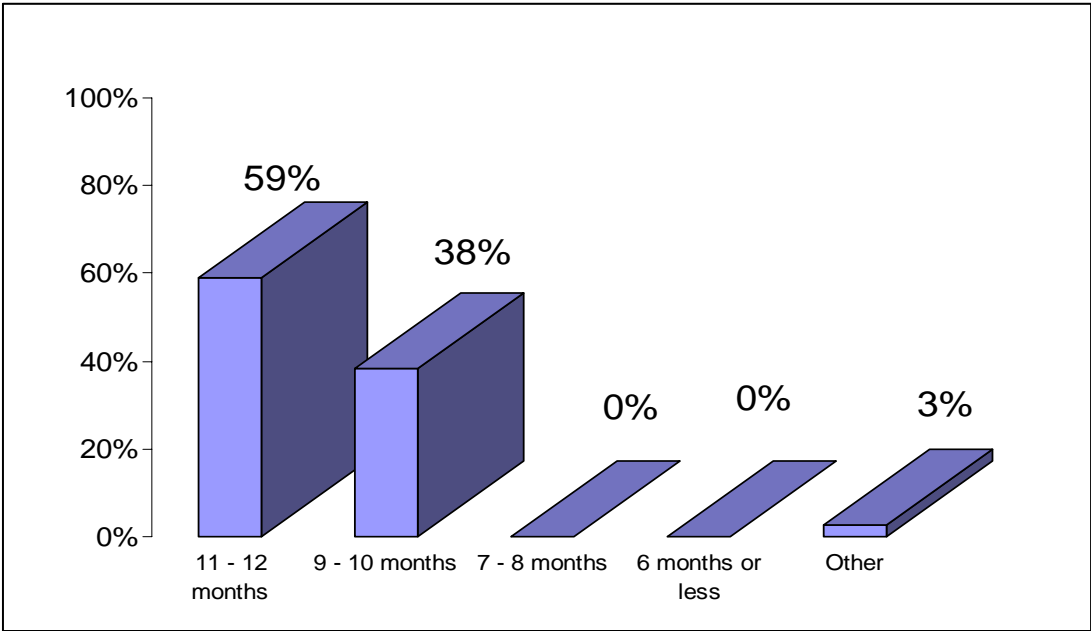


Written responses:

- County Manager
- Vice chancellor of instruction
- Director of federal programs
- Superintendent
- College President
- CEO of the organization
- College Vice President
- Probation Division Director
- Division Manager
- Other
- Vice President/Provost
- Learning Enhancement Center Director

n=39

Q16. How many months of the calendar year are classes offered to adult education students in the program? (Select one)

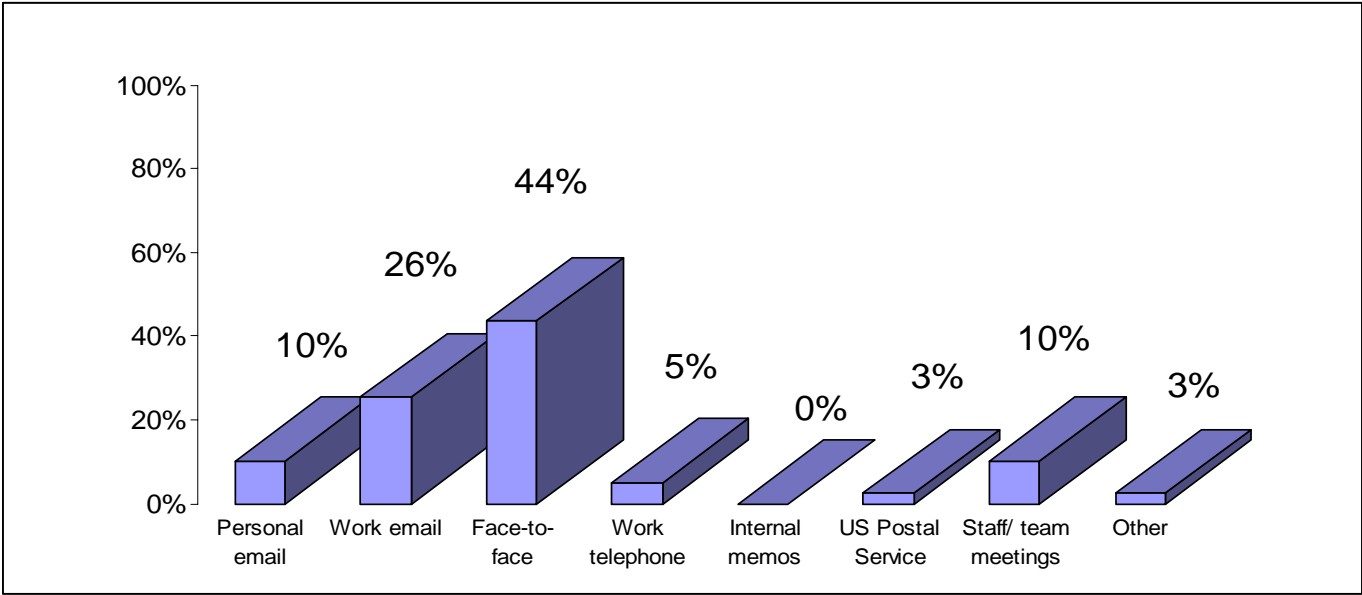


Written responses:

- 25 weeks

n=39

Q17. What is your primary medium of communication with certified adult education instructors in the program? (Select one)

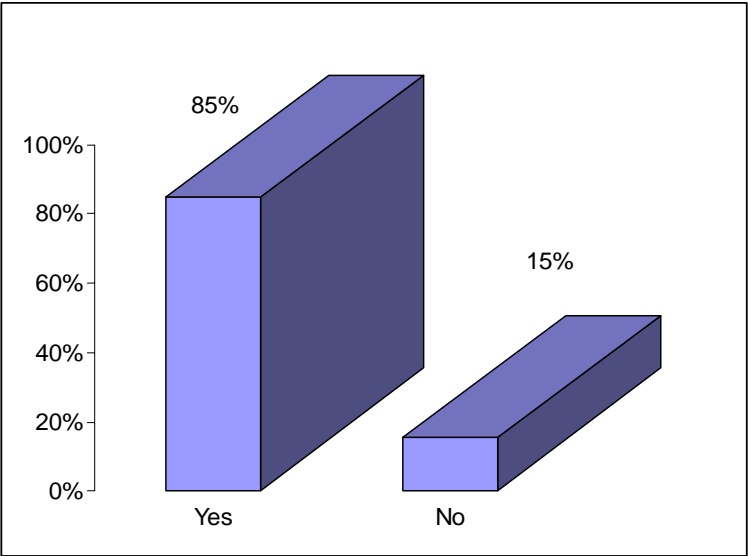


Written responses:

- Communication through their supervisor, whether by phone or in person

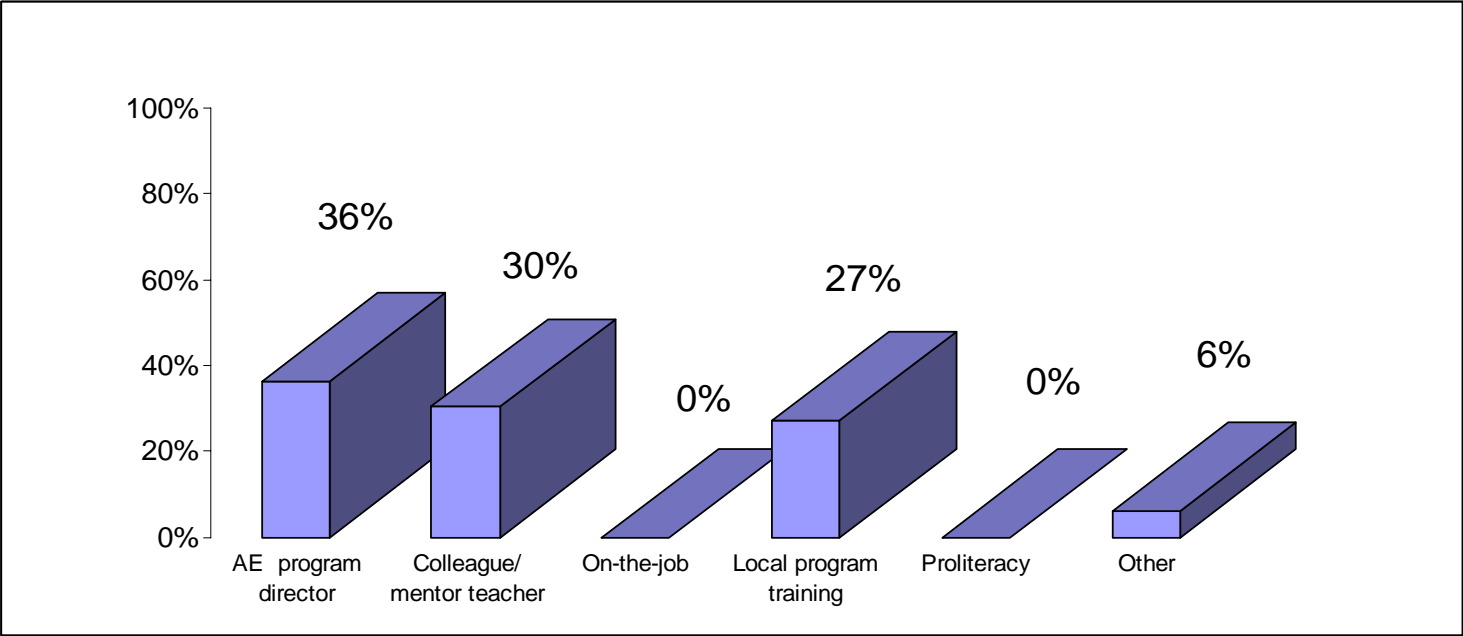
n=39

Q18. Do new adult education instructors complete formal job orientation training?



n=39

Q19. Formal job orientation training is completed primarily through: (Select one)

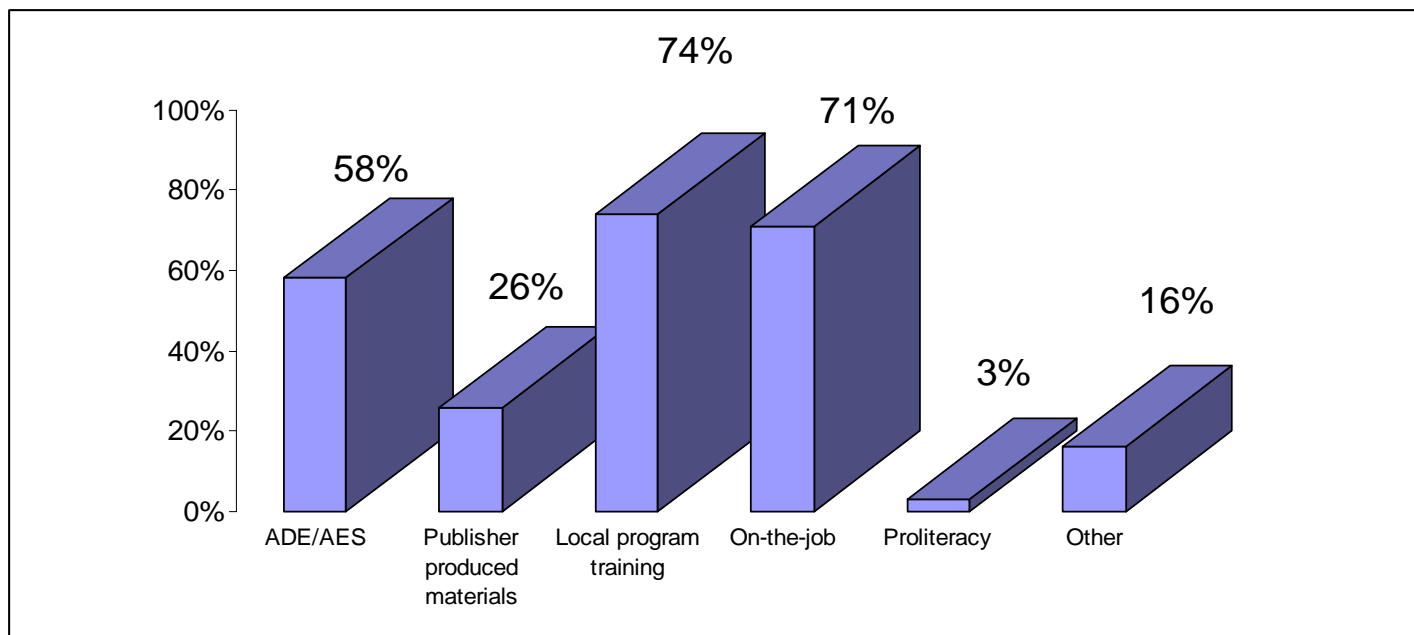


Written responses:

- Their immediate supervisor
- Coordinators

n=33

Q20. Additional sources used for formal job orientation training are: (Check all that apply)

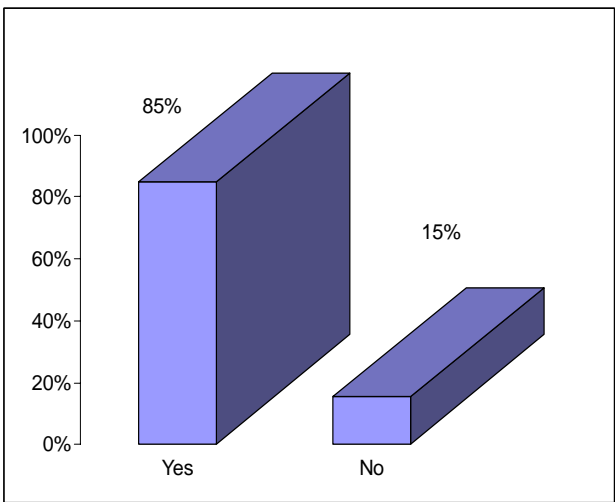


Written responses:

- Peer training
- AALL
- Adult Education Director
- Partner teacher who has worked with the program for one or more years
- Superior Court

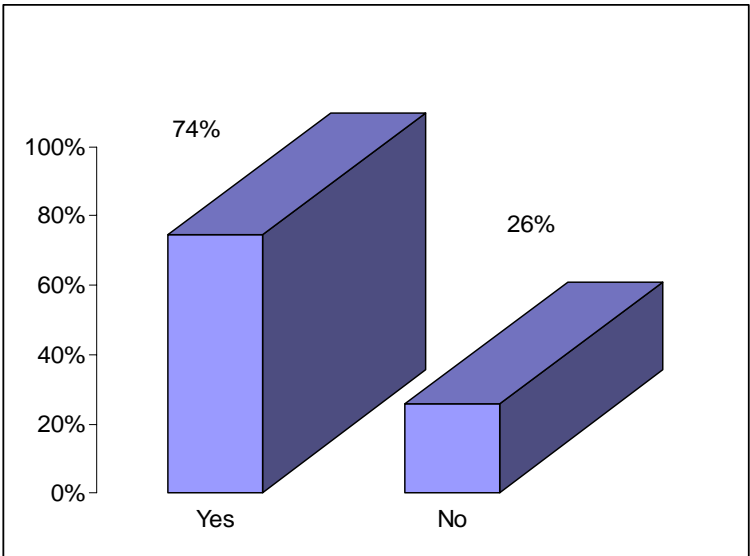
n=31

Q21. Does the program have written policies for student registration?



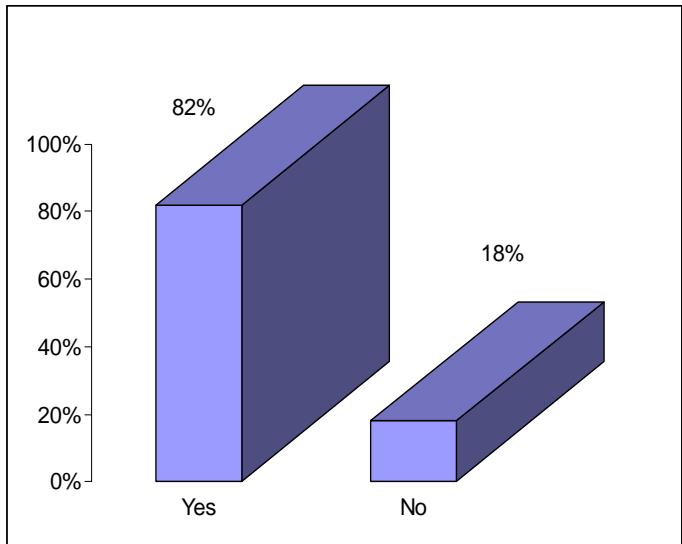
n=39

Q22. Does the program have written policies for student orientation?



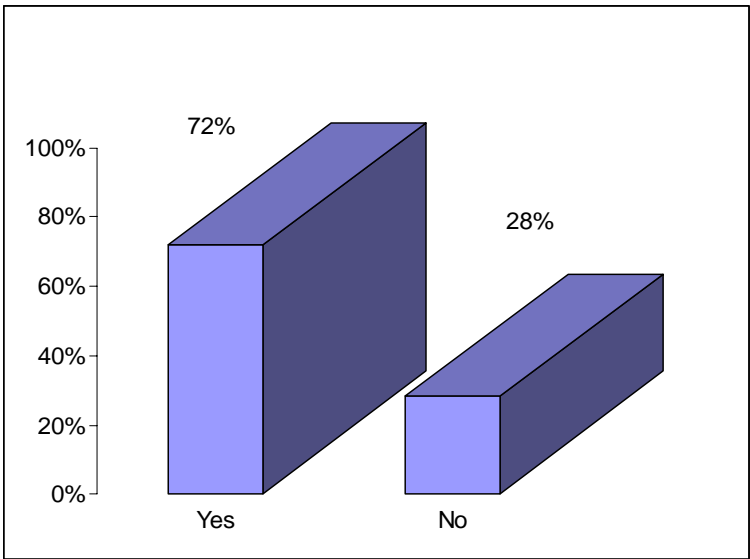
n=39

Q23. Does the program have written policies for administering TABE?



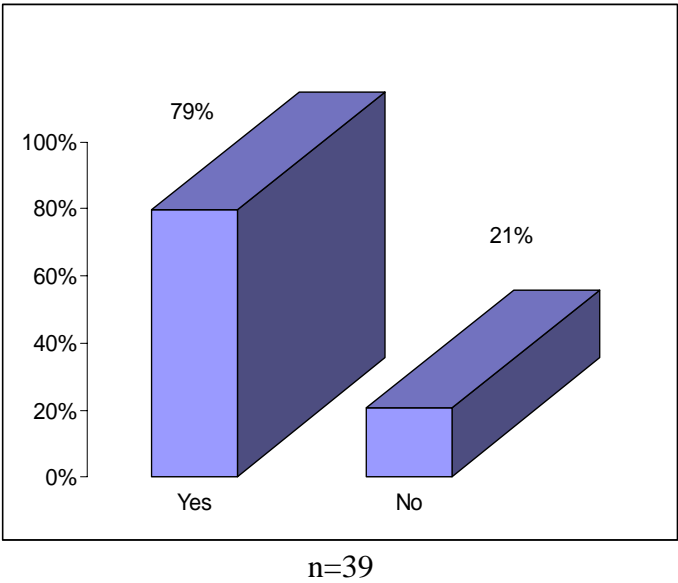
n=39

Q24. Does the program have written policies for administering BEST?

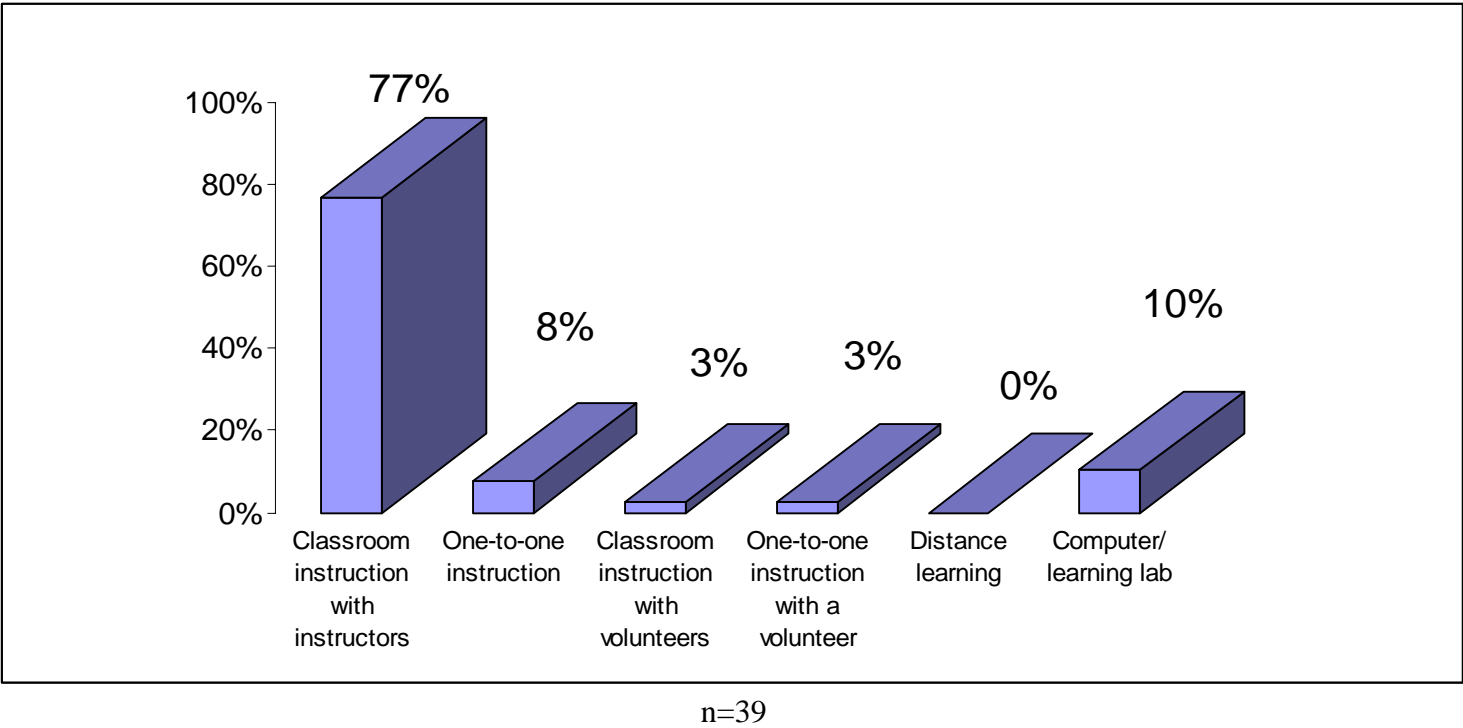


n=39

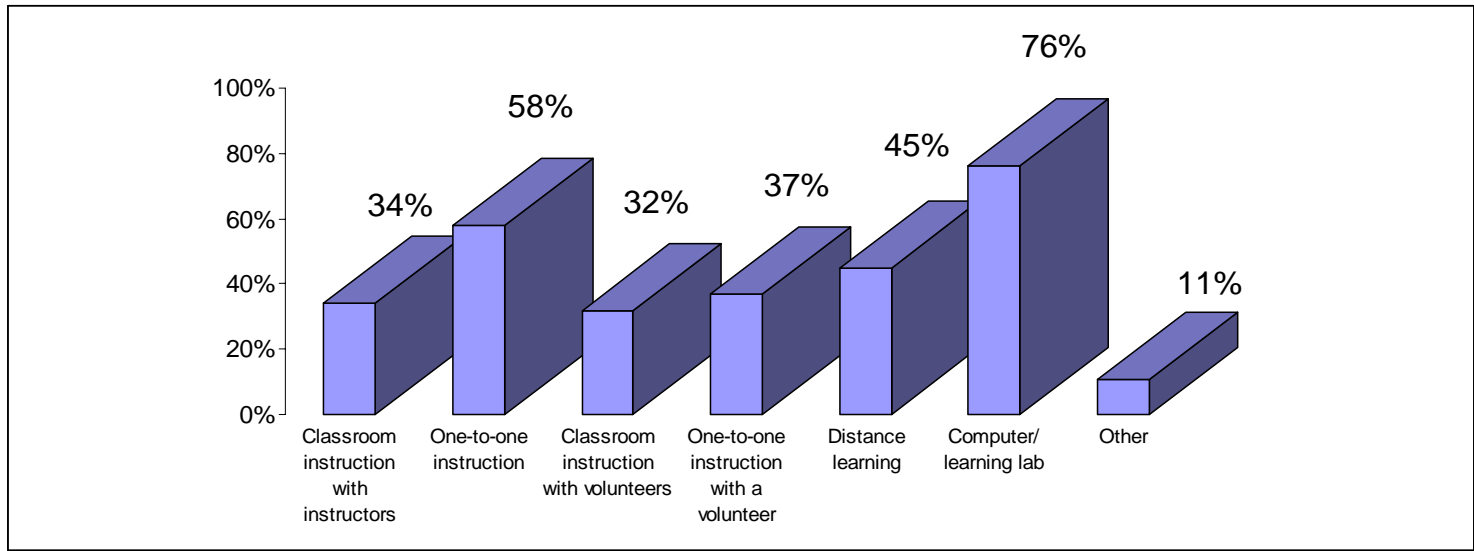
Q25. Does the program have written policies for student progress testing?



Q26. Which type of instructional delivery is offered primarily to students in the adult education program? (Select one)



Q27. What additional types of instructional delivery are offered to students in the adult education program? (Check all that apply)

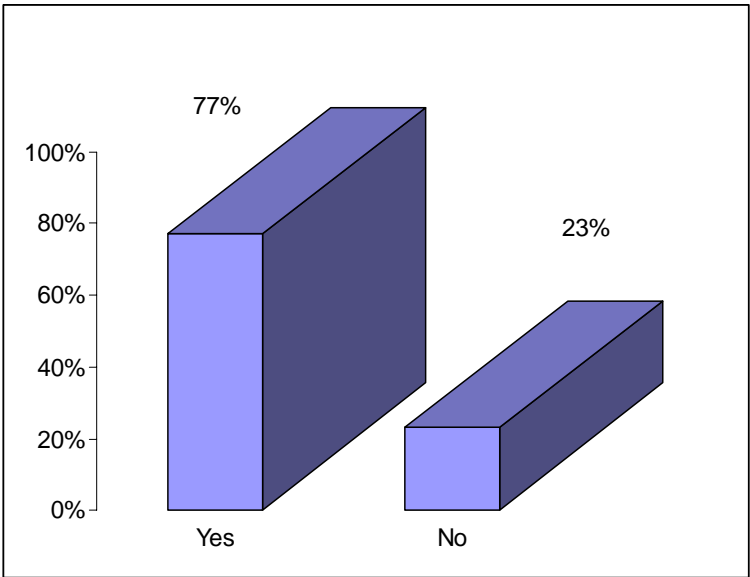


Written responses:

- Small group instruction with a certified teacher or instructional aide
- Conversation Groups; Book Clubs
- One-to-one instruction with paid tutors
- Small group with classified staff member under the direction of a certified teacher

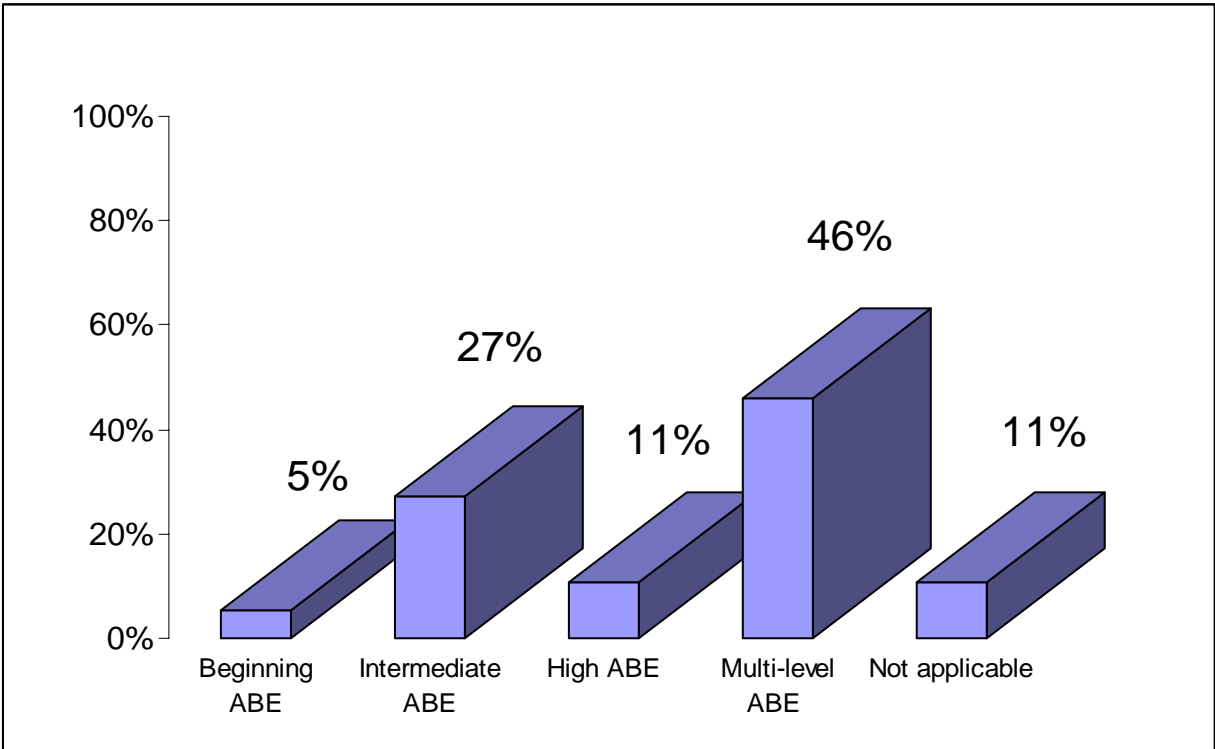
n=38

Q28. Are students placed in combined ABE/ASE classes?



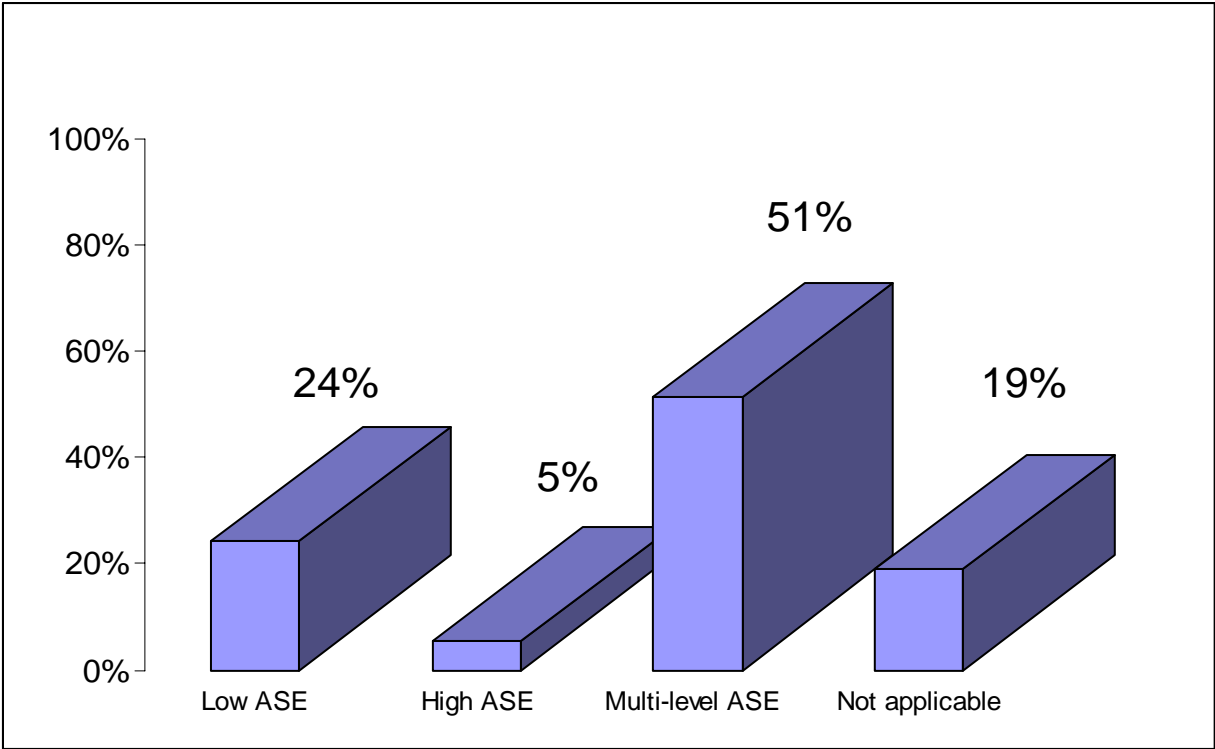
n=39

Q29. Which level of ABE class is offered primarily to students in the adult education program? (Select one)



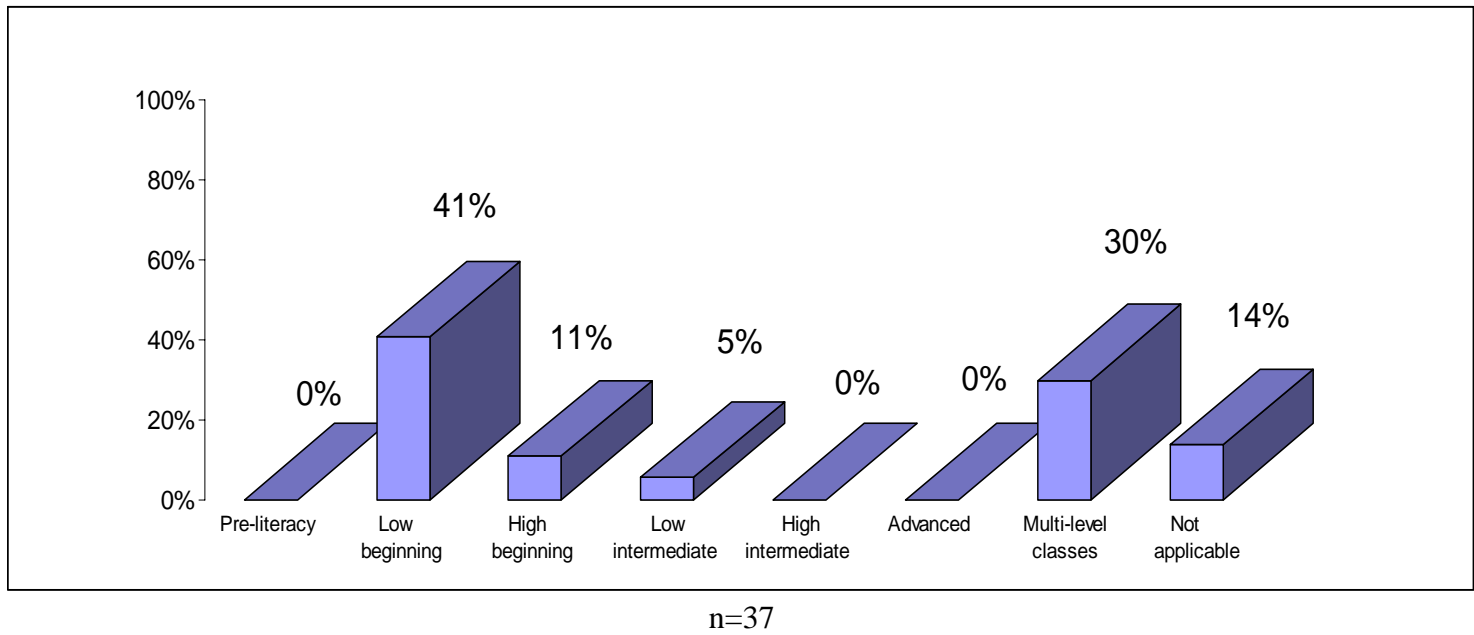
n=37

Q30. Which level of ASE class is offered primarily to students in the adult education program? (Select one)

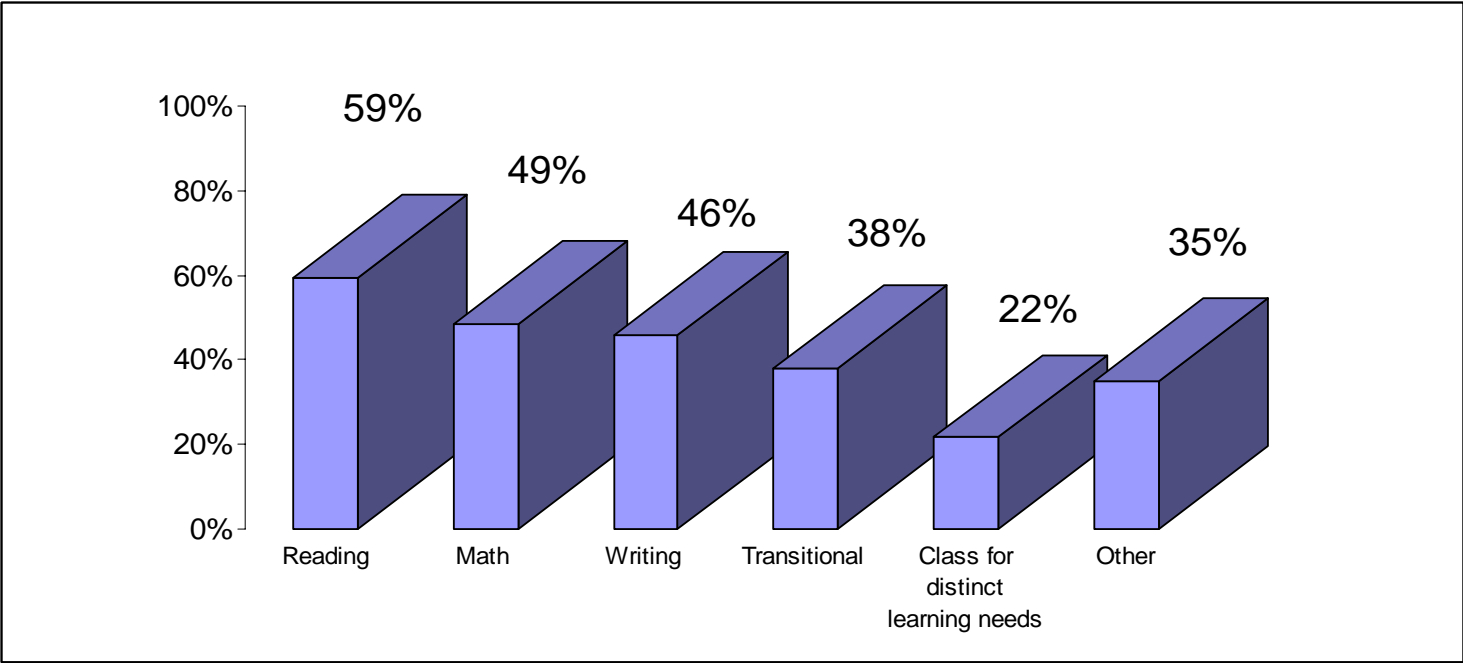


n=37

Q31. Which level of ELAA class is offered primarily to students in the adult education program? (Select one)



Q32. What specialized classes are offered to students in the adult education program? (Check all that apply)

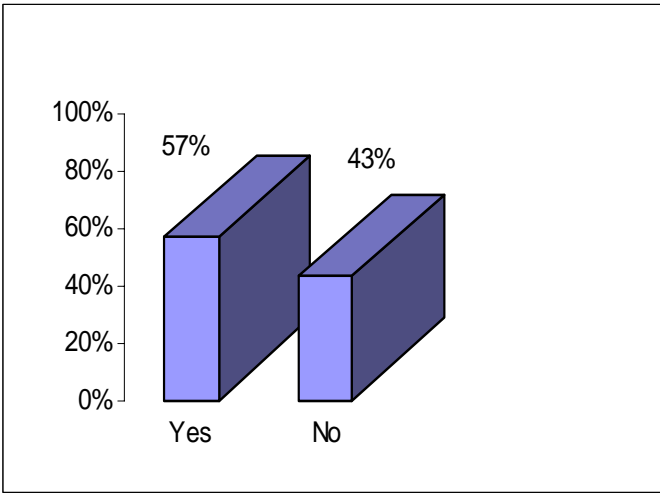


Written responses:

- Also some basic how to use computer instruction. All of these classes are offered only at some locations
- social studies, science, technology
- We meet their needs individually
- None
- Book Clubs; Financial Literacy
- Math tutoring and reading classes to begin in FY2007
- Whole class lessons on various topics
- Computers
- Pullout workshops math & writing: also life skills
- Computer, pronunciation, famlit, citizenship
- ESL
- Conversation classes
- Computer

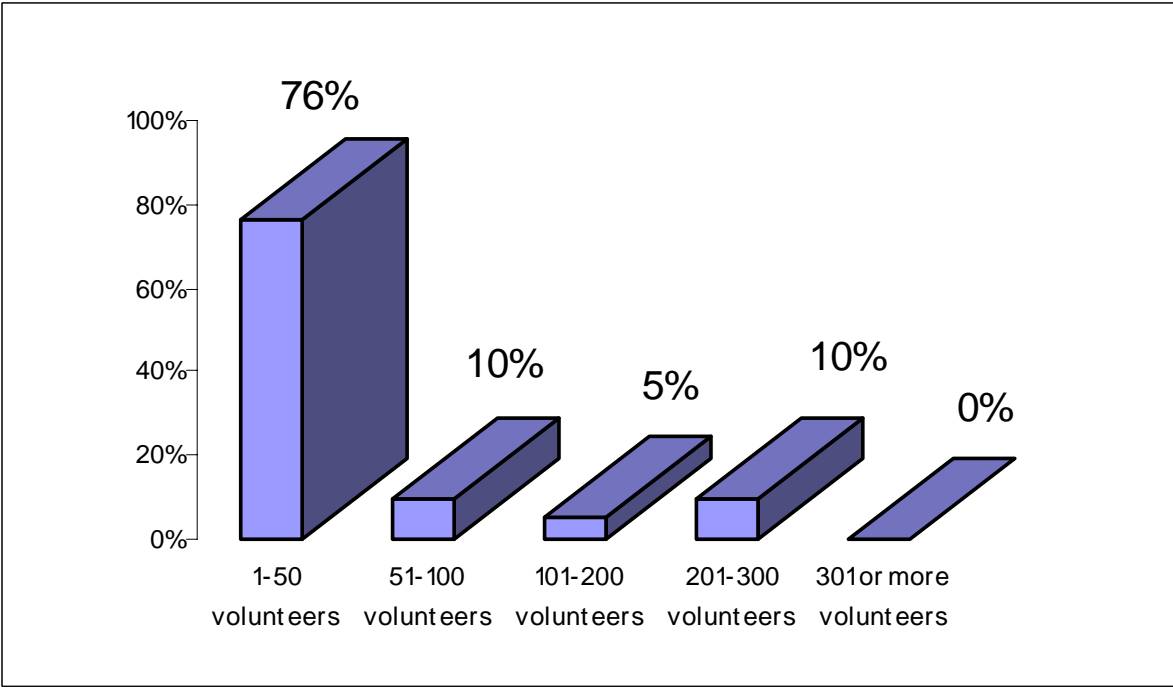
n=37

Q33. Does the adult education program utilize volunteers?



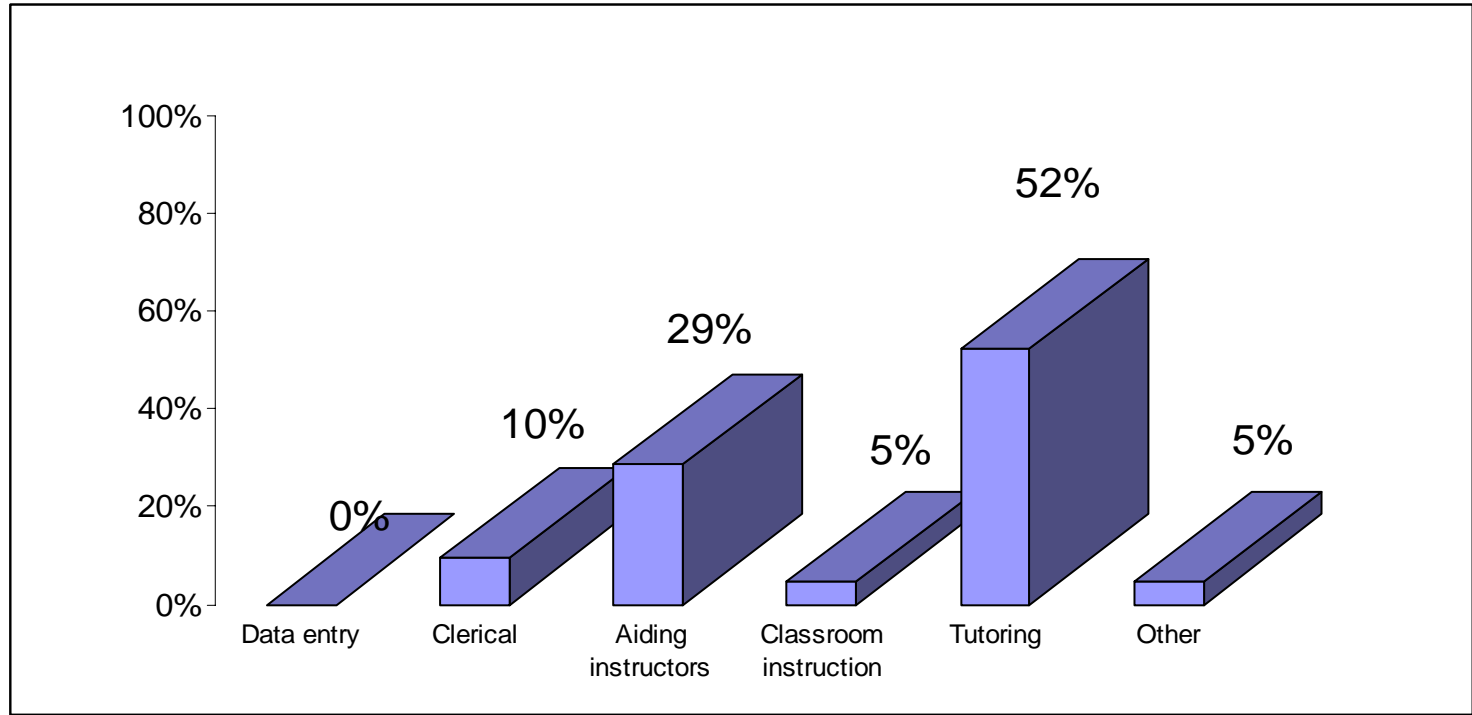
n=37

Q34. The adult education program has approximately: (Select one)



n=21

Q35. Volunteers in the adult education program are responsible primarily for: (Select one)

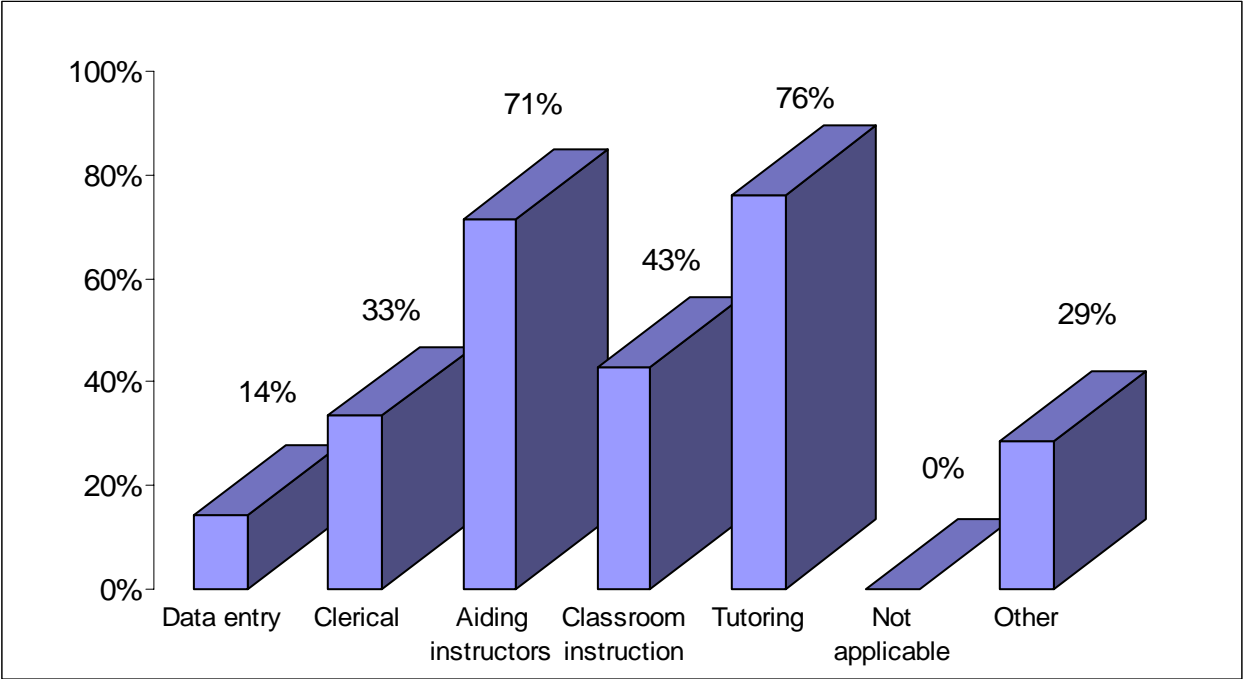


Written responses:

- Assist instructors

n=21

Q36. Volunteers in the adult education program are utilized for: (Check all that apply)

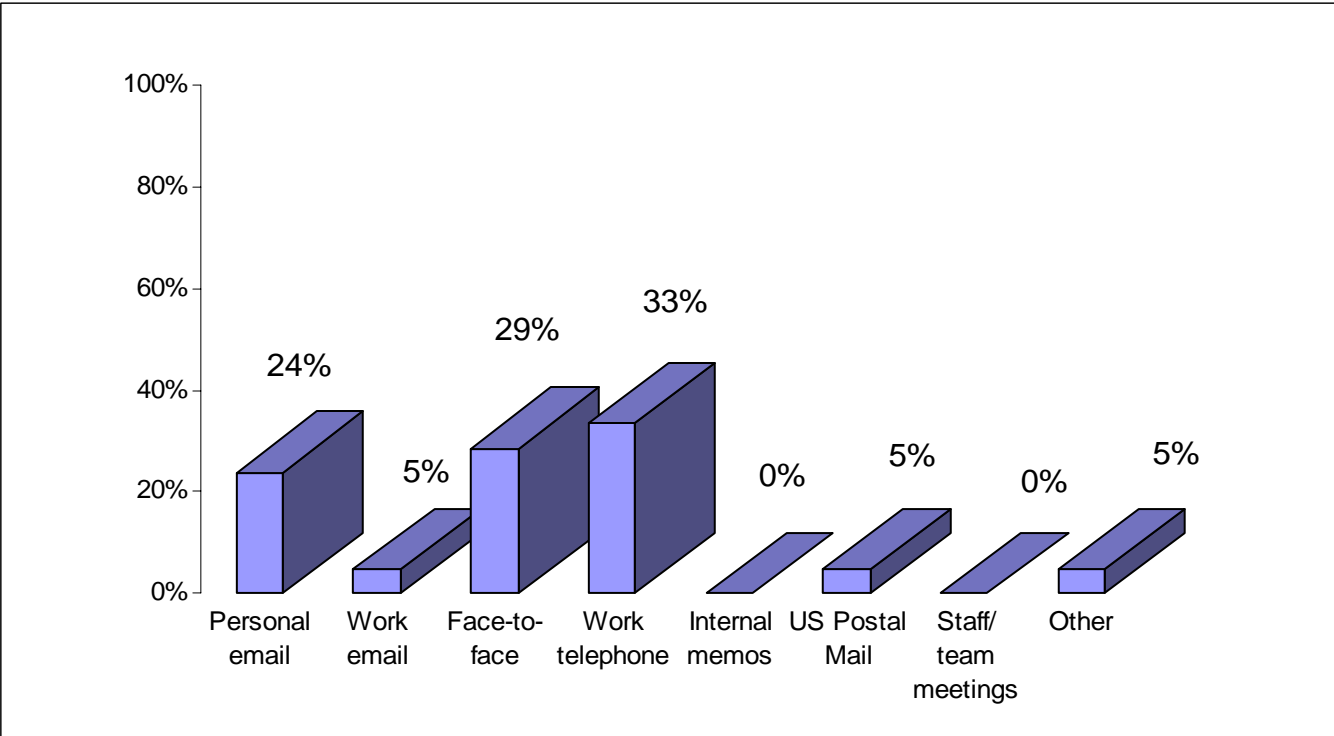


Written responses:

- Phone calls to students
- Librarians; Fundraisers
- Assist instructors/director
- Computer Lab Instructors
- Assist paid childcare staff
- Special events

n=21

Q37. What is your primary medium of communication with volunteers in the program? (Select one)

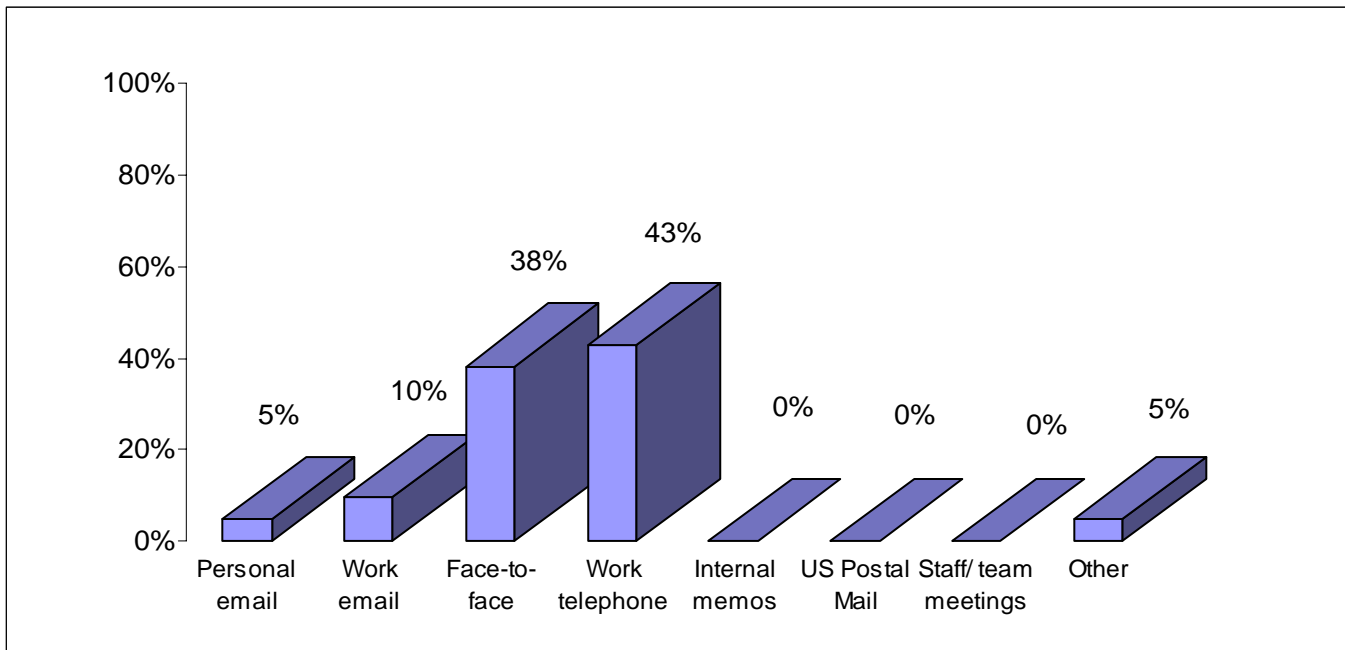


Written responses:

- Teacher contact

n=21

Q38. Volunteers primarily communicate with you via: (Select one)

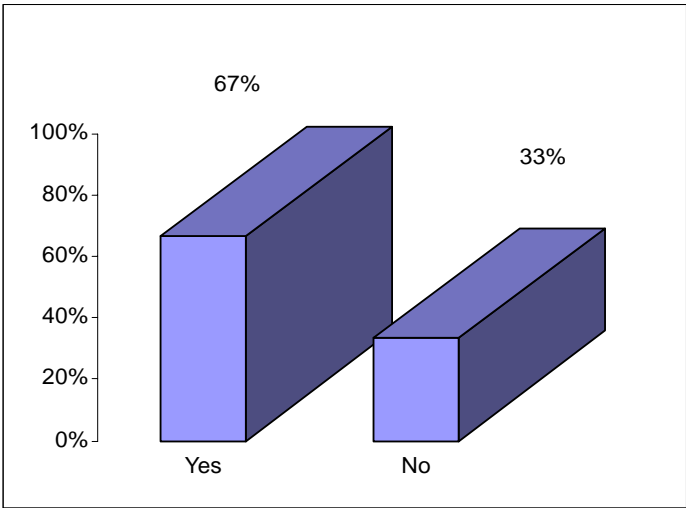


Written responses:

- Teacher

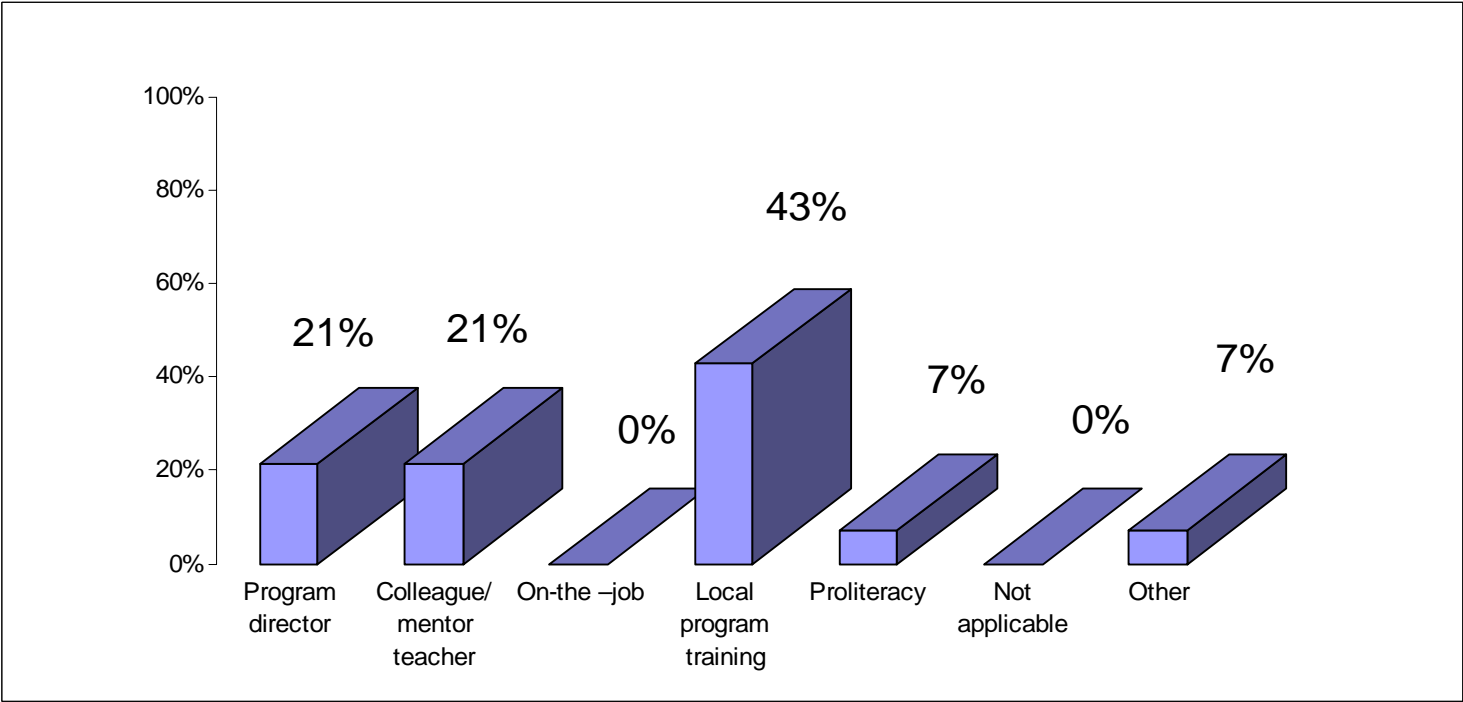
n=21

Q39. Do volunteers complete formal training?



n=21

Q40. Volunteers primarily complete formal training through: (Select one)

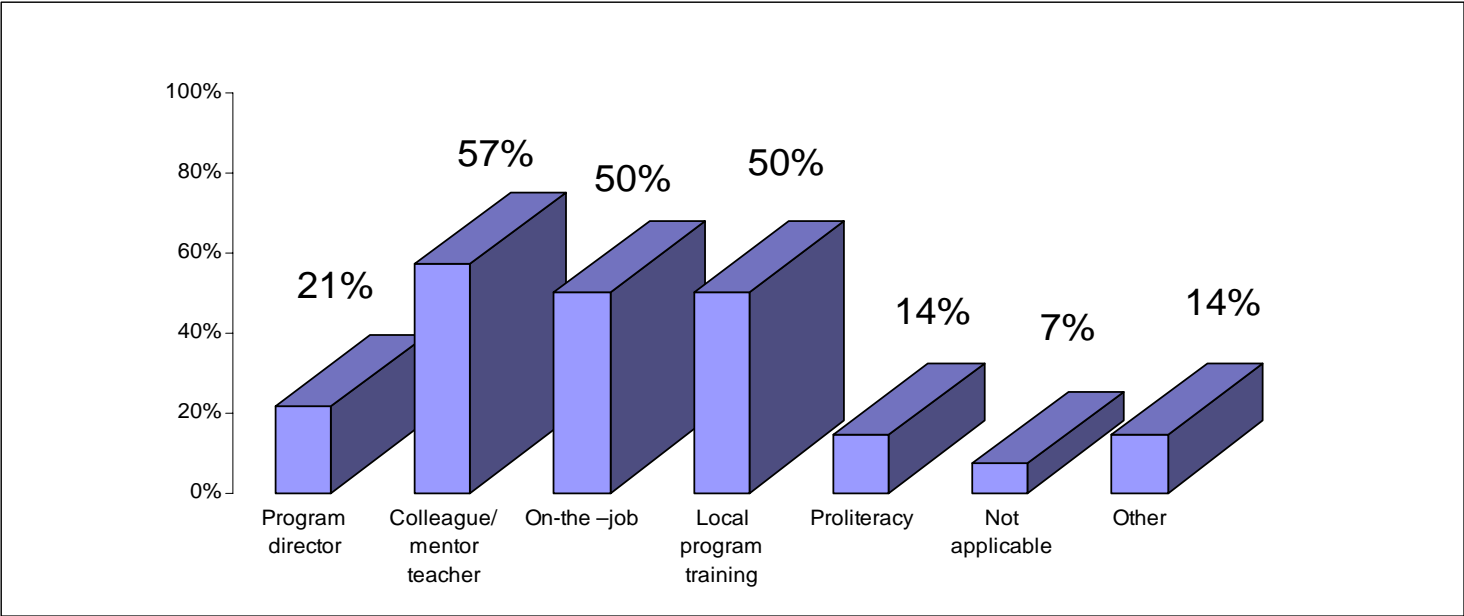


Written responses:

- Agency training

n=14

Q41. Additional sources volunteers use as a formal training: (Check all that apply)

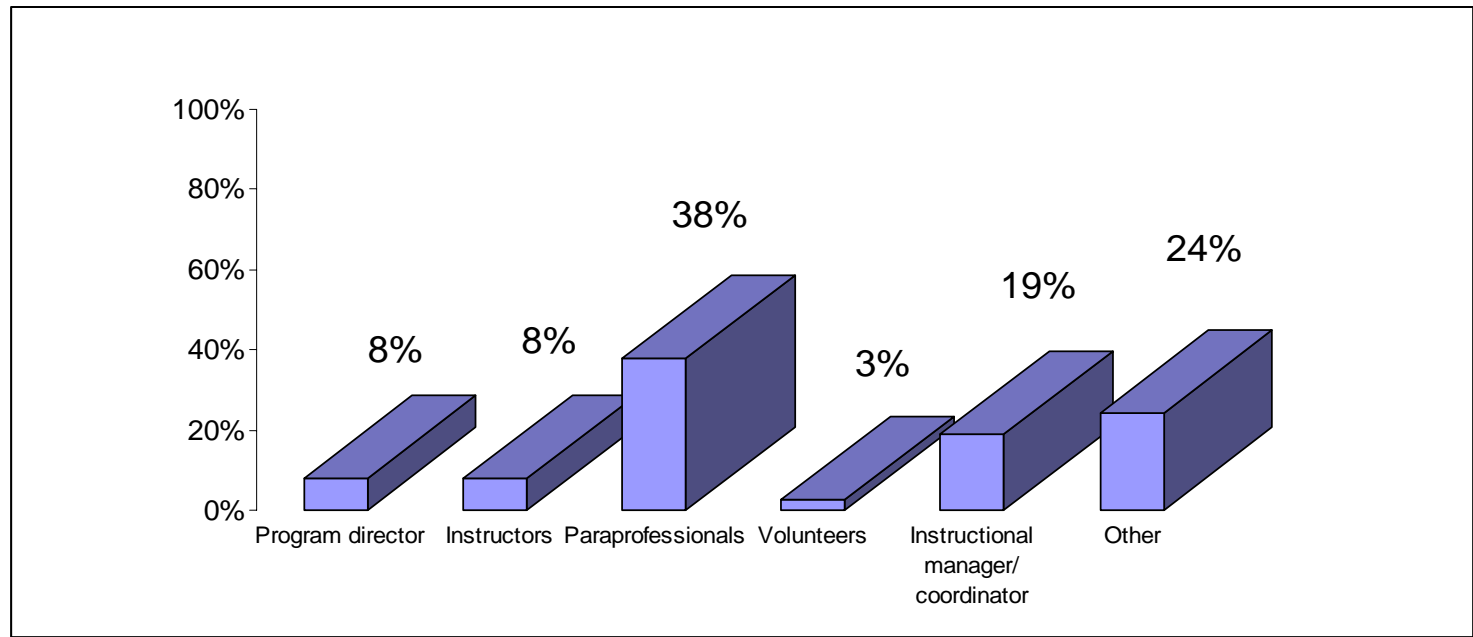


Written responses:

- Adult Ed. Conferences
- Volunteer Coordinator

n=14

Q42. Which adult education program staff member is responsible primarily for entering data into Arizona’s Adult Education Data Collection System (AEDATCOL)? (Select one)

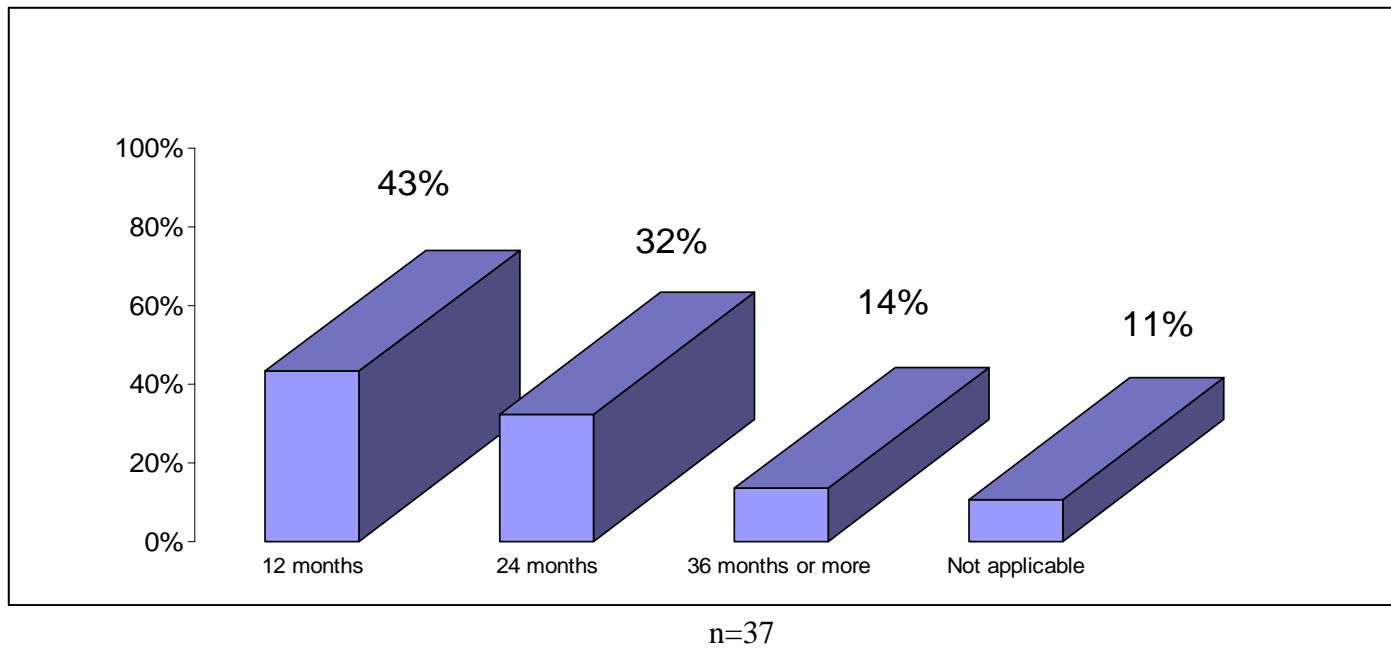


Written responses:

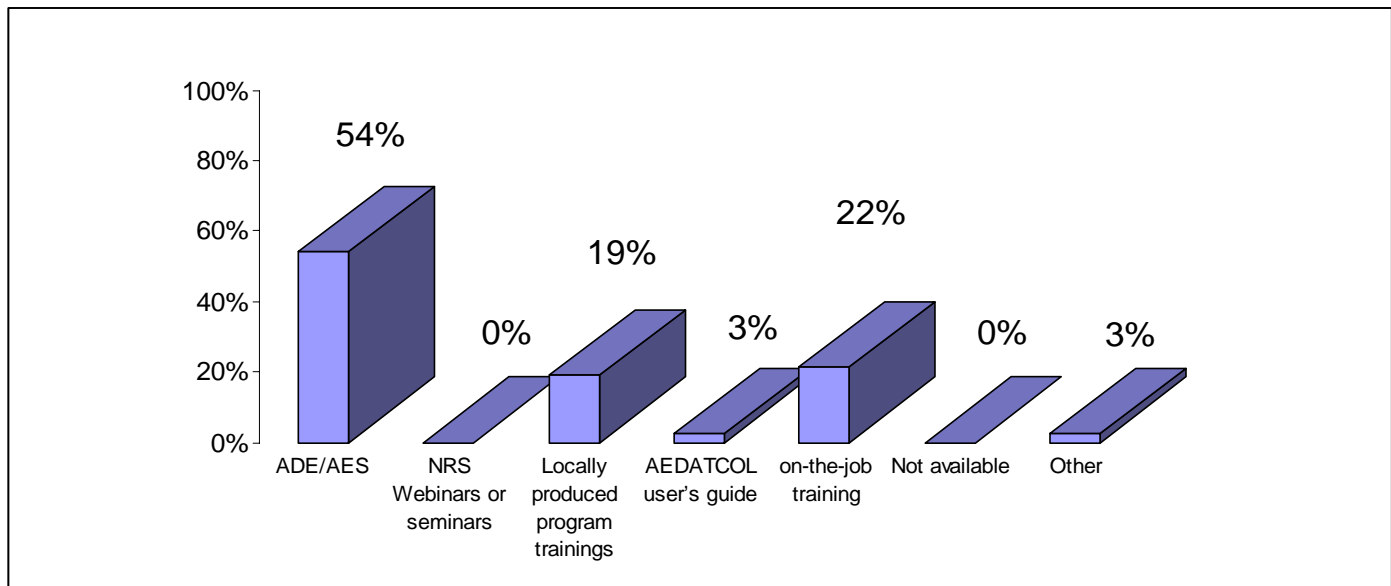
- Data Entry Clerk/Program, Director
- Office and learning center support staff
- Data research technician
- Assessment specialist
- Secretary/data entry clerk
- Student Assessor
- Data Entry Clerk
- Data entry person
- Data research technician

n=37

Q43. This staff member completed training for entering data into the AEDATCOL within the past: (Select one)



Q44. Training for entering data into the AEDATCOL is primarily completed through: (Select one)

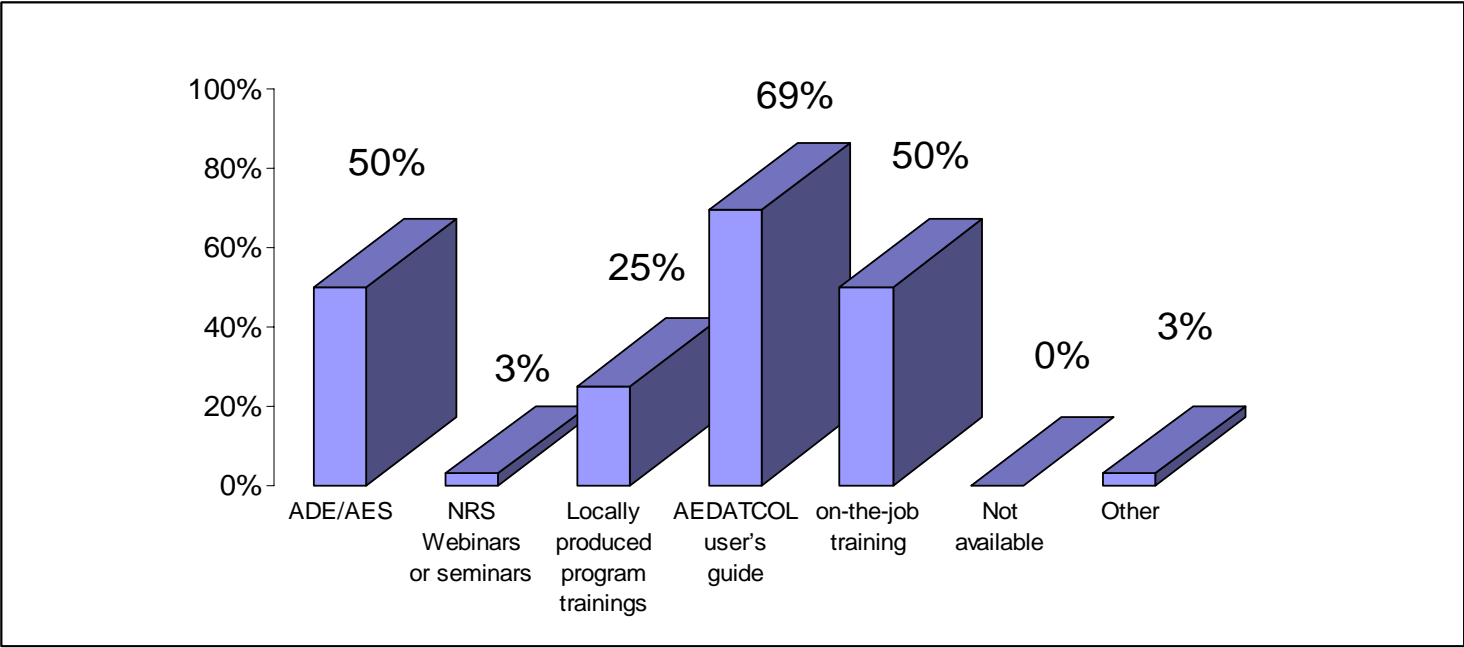


Written responses:

- Lead data collector

n=37

Q45. Additional sources used for AEDATCOL data entry training are: (Check all that apply)

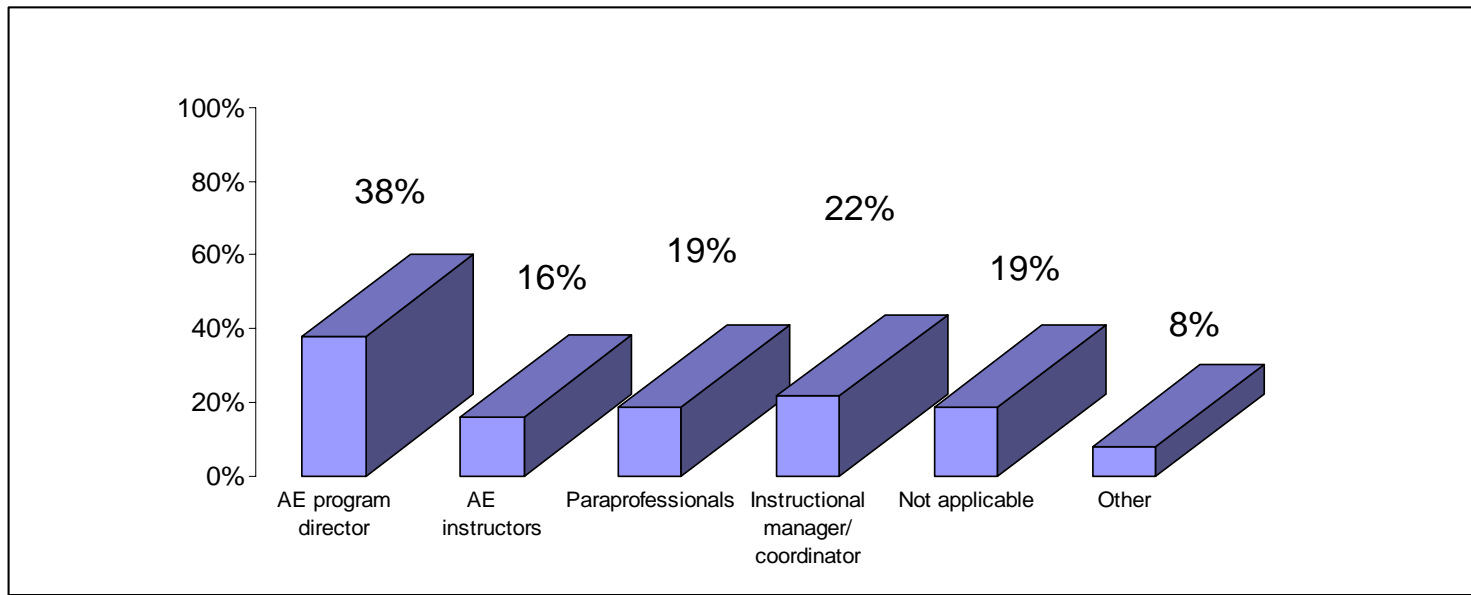


Written responses:

- Calls to ADE, Adult Ed

n=36

Q46. What additional adult education program staff enters data into the AEDATCOL? (Check all that apply)

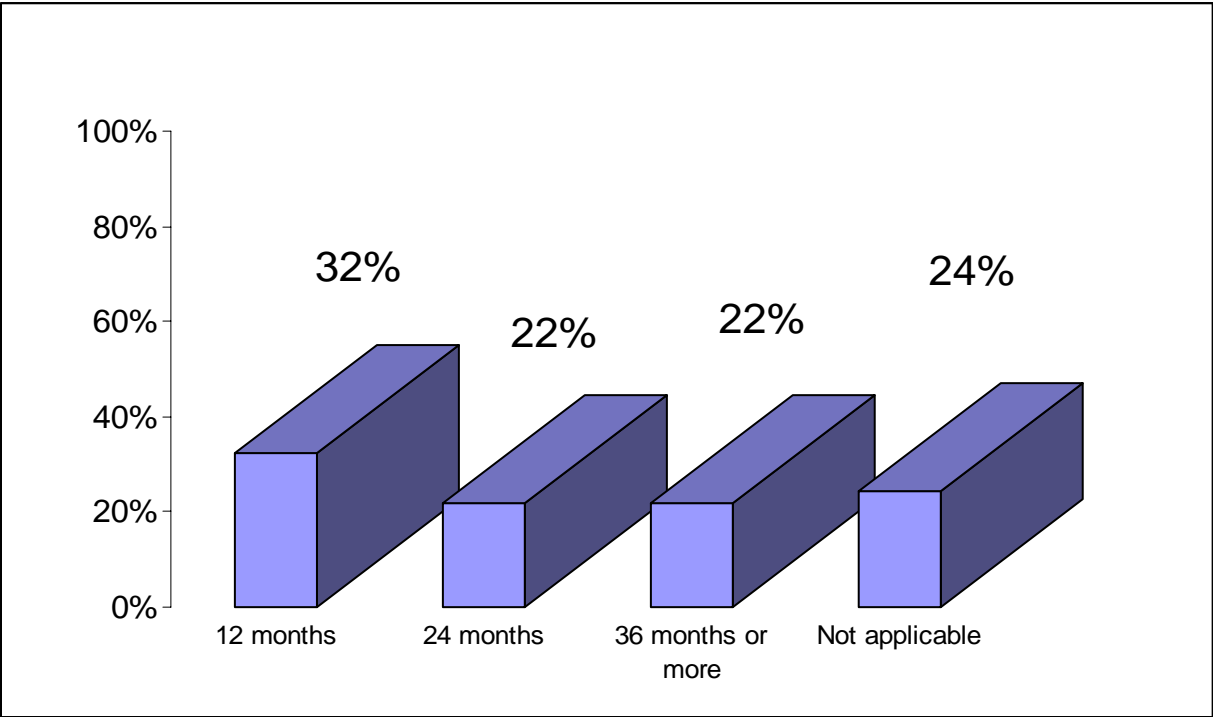


Written responses:

- Clerk
- Research technician
- Testing tech

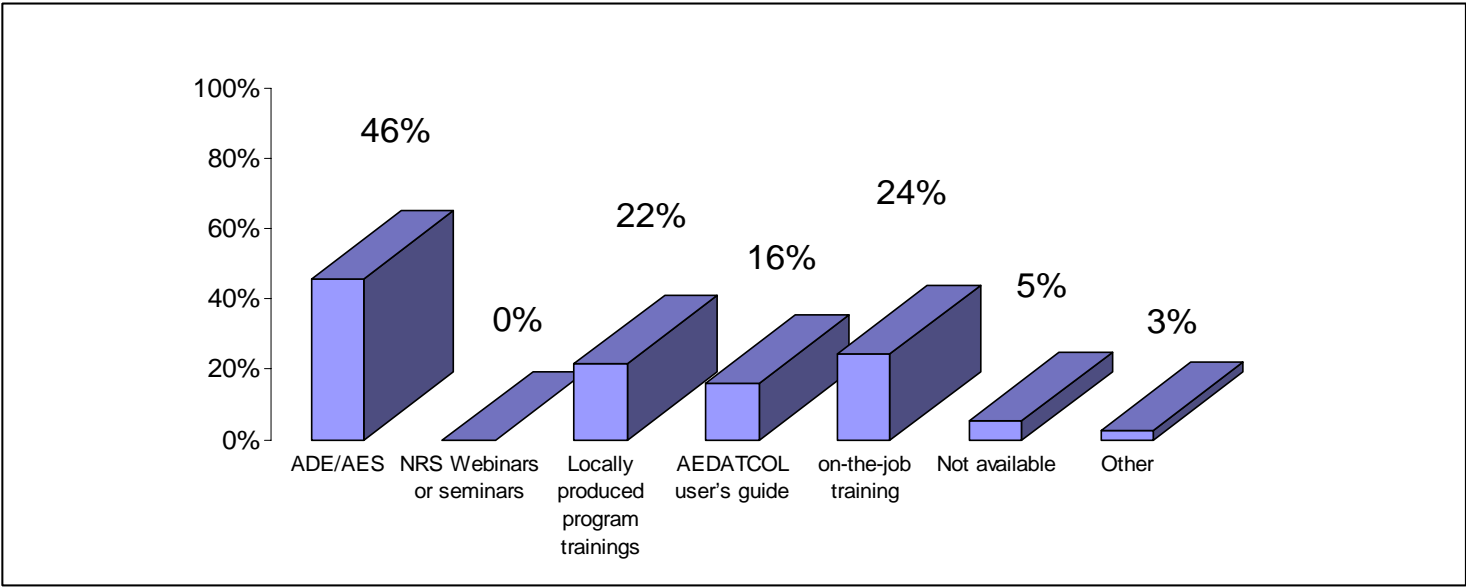
n=37

Q47. These staff members completed training for entering data into the AEDATCOL within the past: (Select one)



n=37

Q48. Training for entering data into the AEDATCOL is primarily completed through: (Select one)

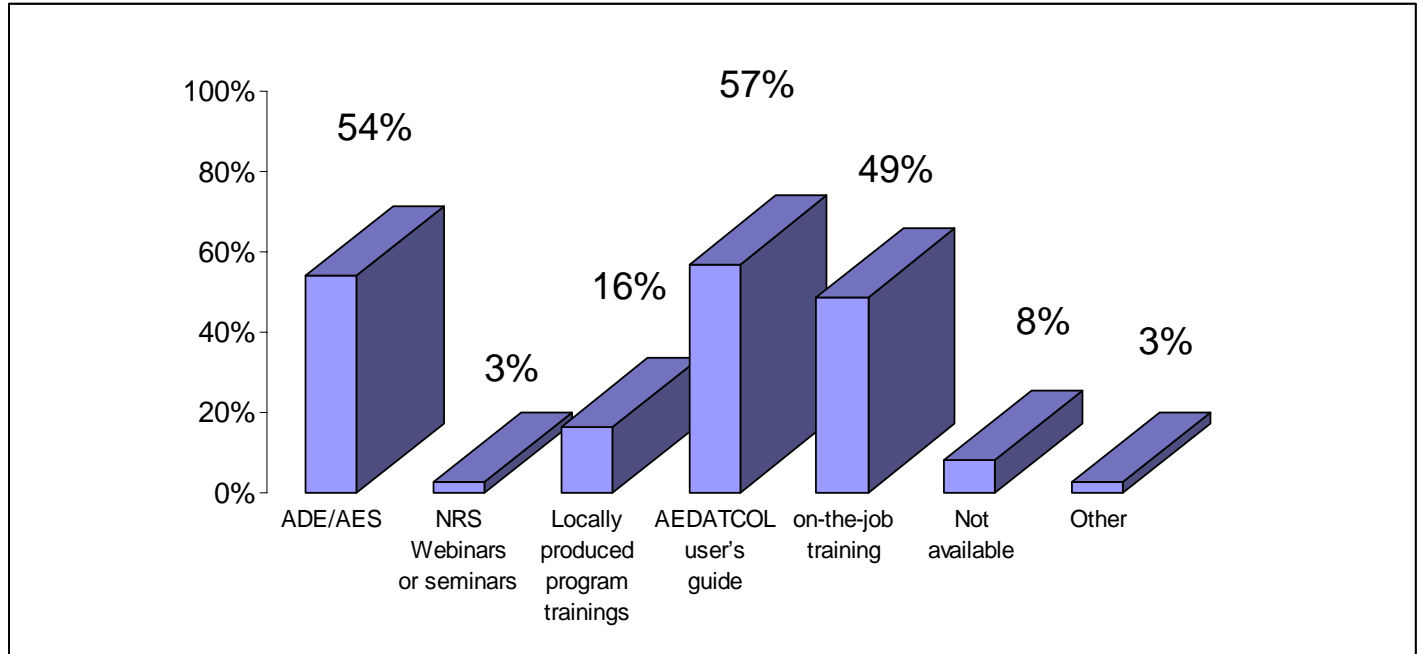


Written responses:

- Adult Education Director & lead data collector

n=37

Q49. Additional sources used for AEDATCOL data entry training are: (Check all that apply)

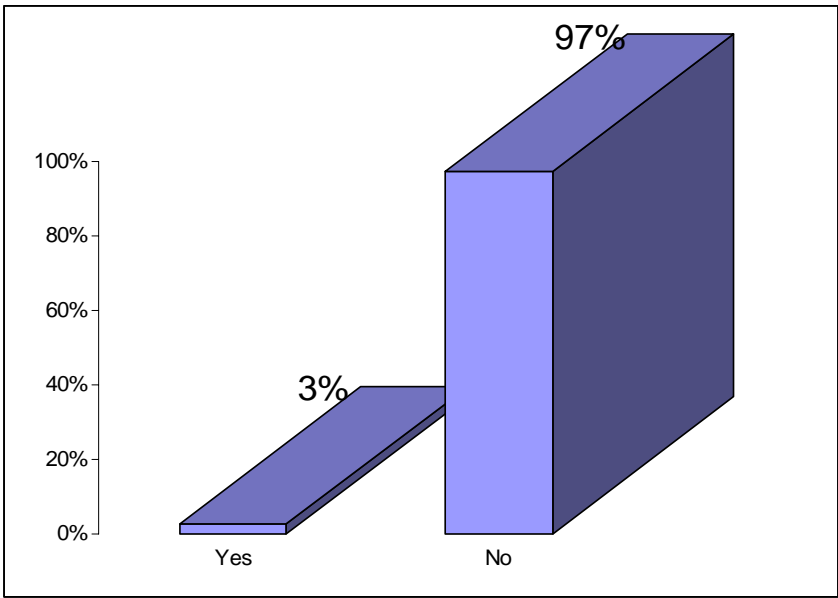


Written responses:

- Consultation with AZ Dept. of Ed Personnel

n=37

Q50. Do volunteers enter data into the AEDATCOL?



n=37

Q51. Volunteers have completed training for entering data into the AEDATCOL within the past: (Select one)

One respondent = Yes

n=1

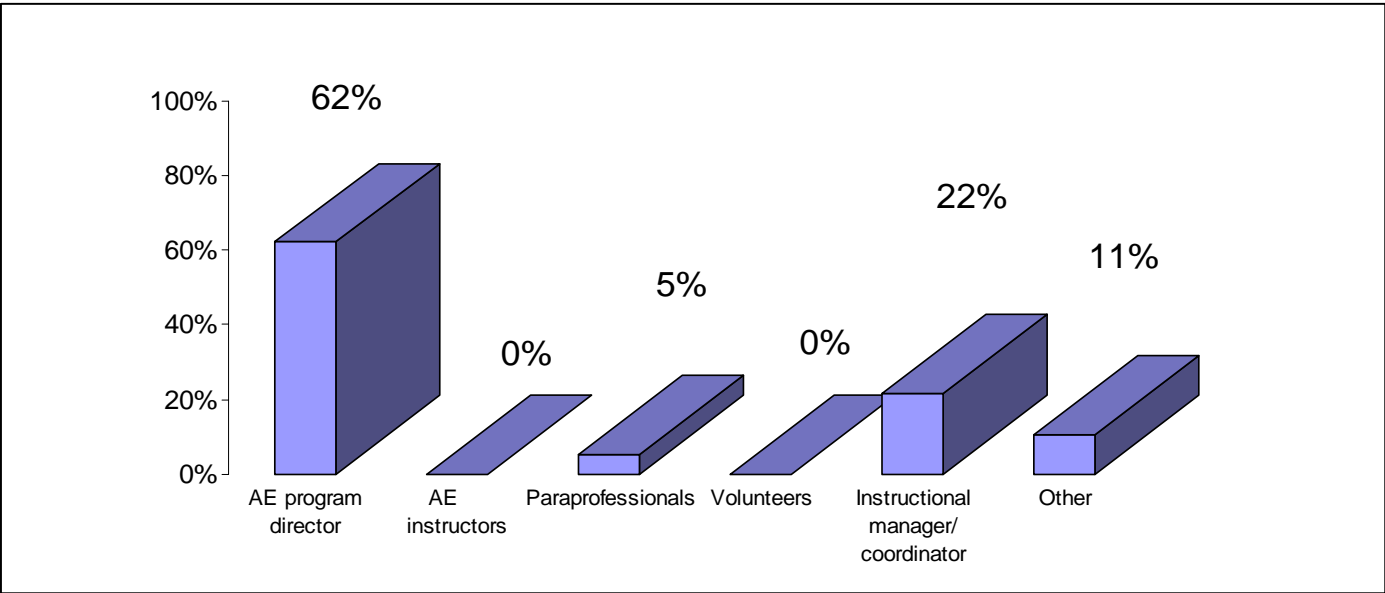
Q52. Training for entering data into the AEDATCOL is primarily completed through: (Select one)

One respondent = On-the-job training

Q53. Additional sources used for AEDATCOL data entry training are: (Check all that apply)

No data recorded

Q54. Which adult education program staff member is responsible primarily for reviewing AEDATCOL data? (Select one)

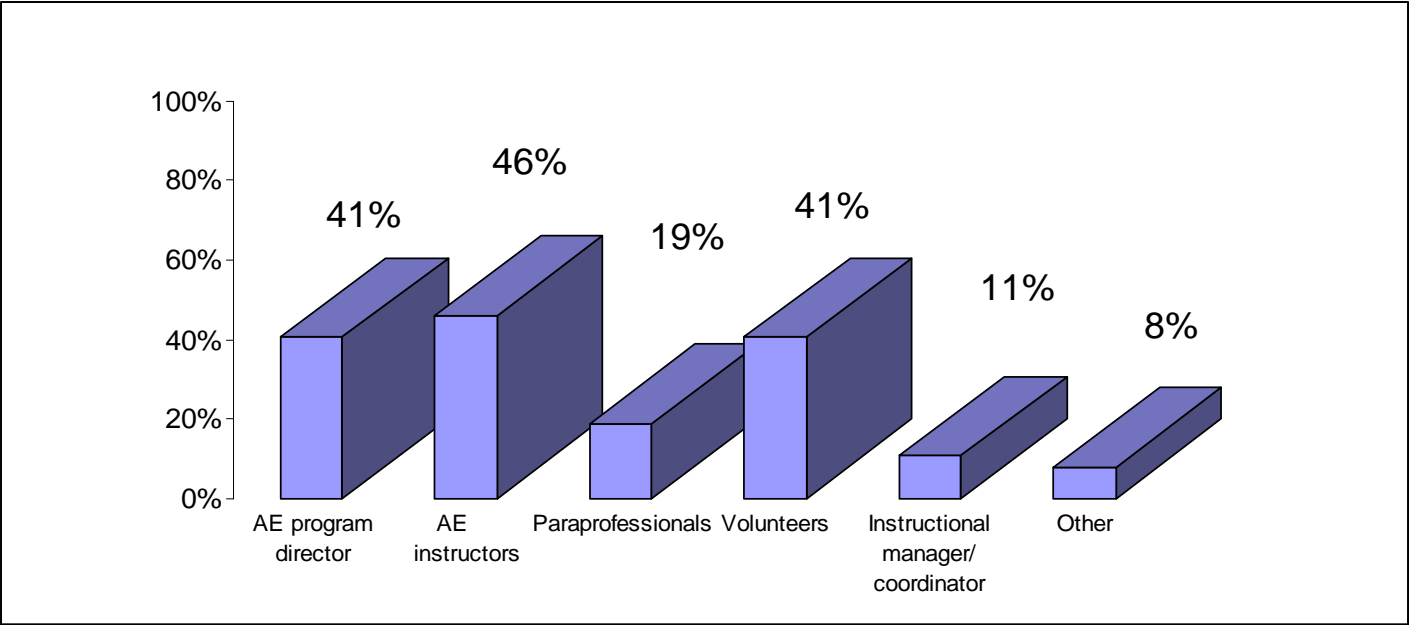


Written responses:

- Assistant Dean
- Executive Director
- Lead data collector
- Program Coordinators

n=37

Q55. What additional adult education program staff review AEDATCOL data? (Check all that apply)

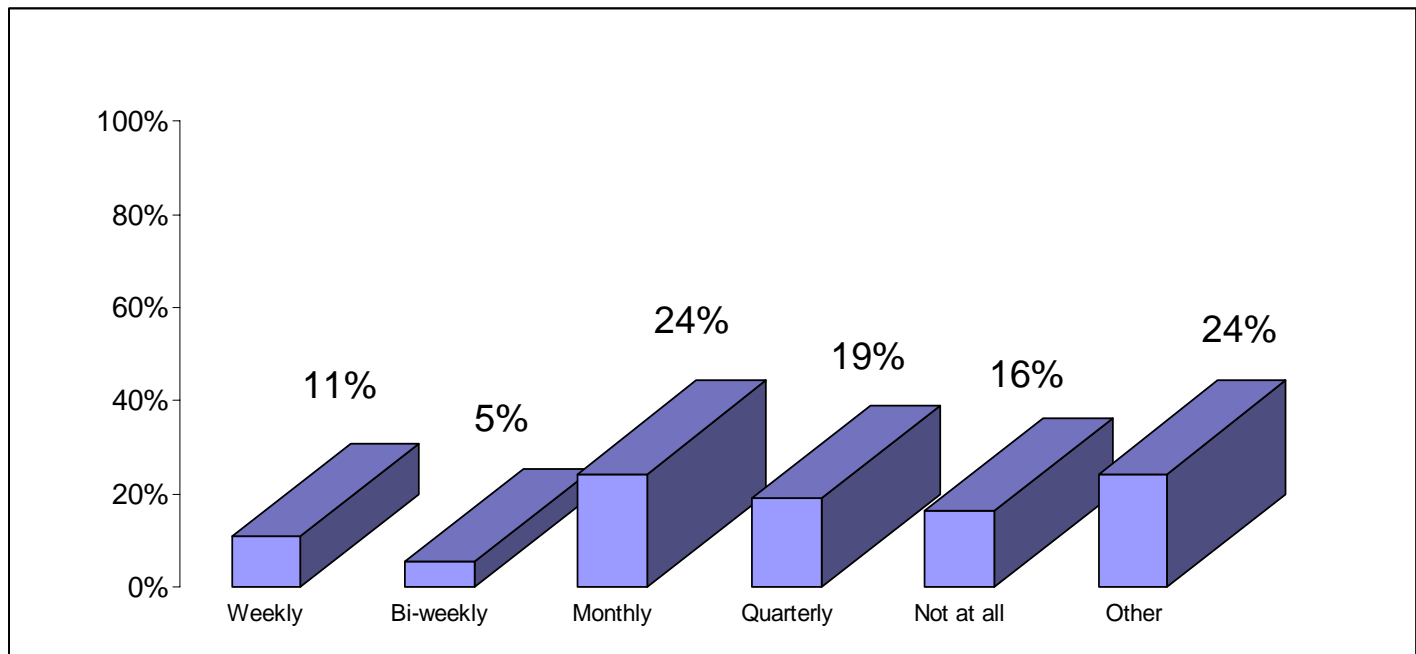


Written responses:

- Data entry clerk
- Program dean
- Contracted Data Coordinator

n=37

Q56. How often do you review AEDATCOL data with your immediate supervisor? (Select one)

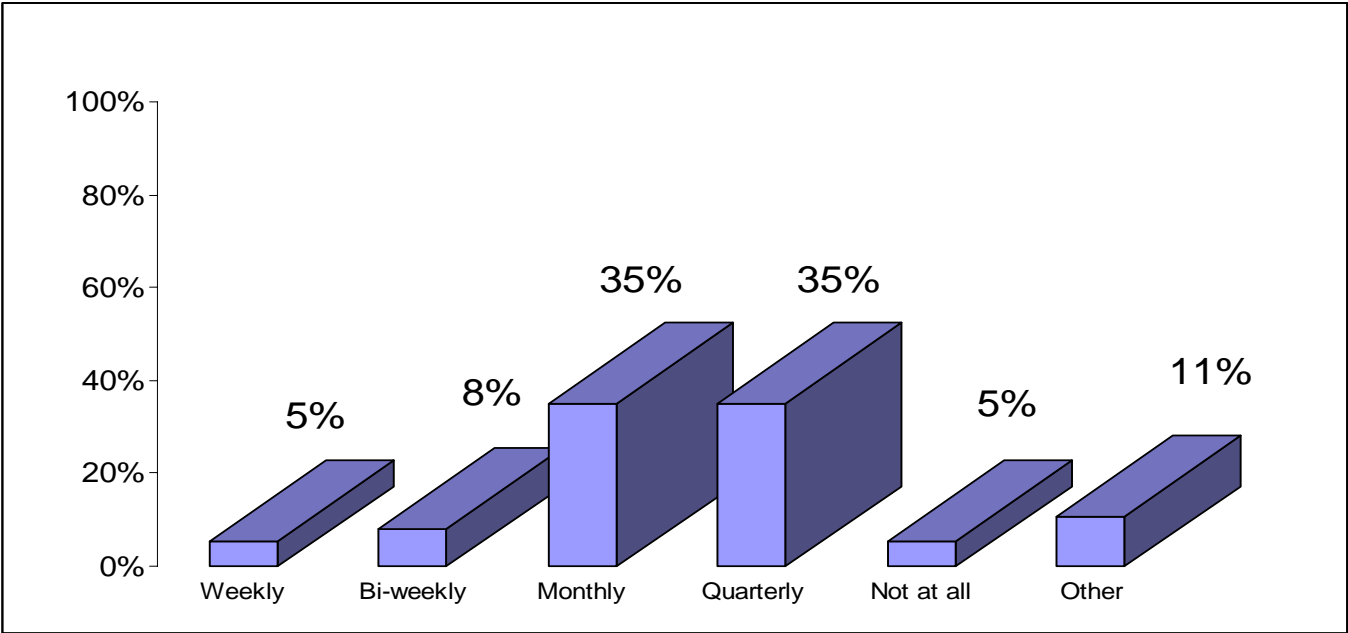


Written responses:

- I review with Program Manager quarterly
- As needed
- N/A
- This happens rarely as a result of an entirely different line of questioning
- Annually - in year-end report
- Review with Board of Directors semi-annually
- Provide annual report. sometimes interim updates.
- Annually
- Twice per year

n=37

Q57. How often do you review AEDATCOL data with certified adult education instructors in the program?
(Select one)

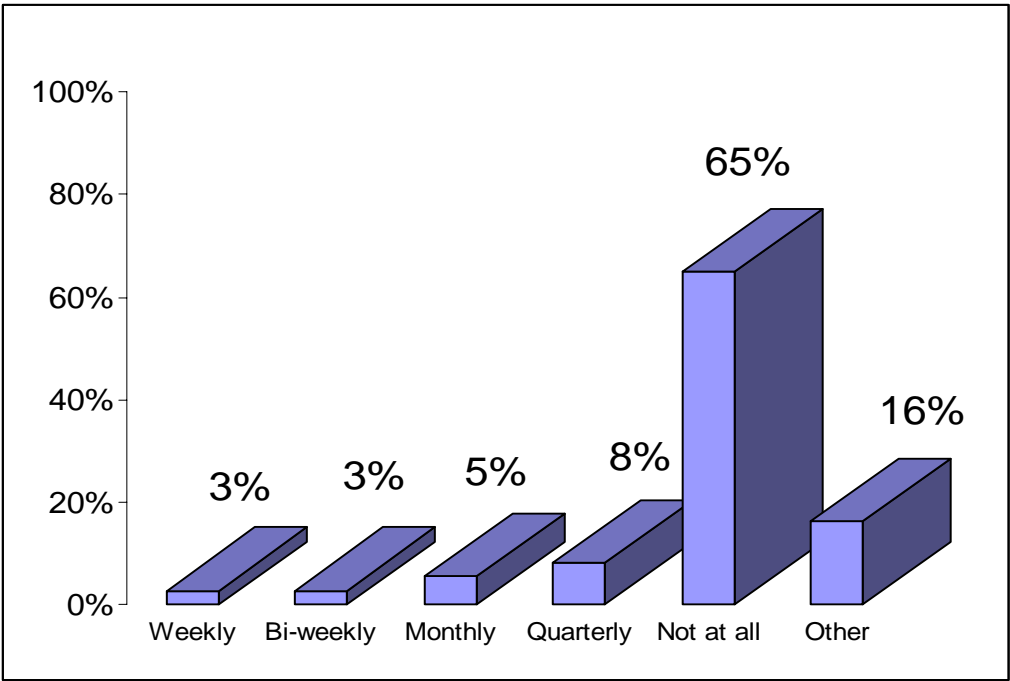


Written responses:

- Twice per year
- Semester
- Semi-annually
- About monthly, but not on a regular schedule

n=37

Q58. How often do you review AEDATCOL data with volunteers in the program? (Select one)

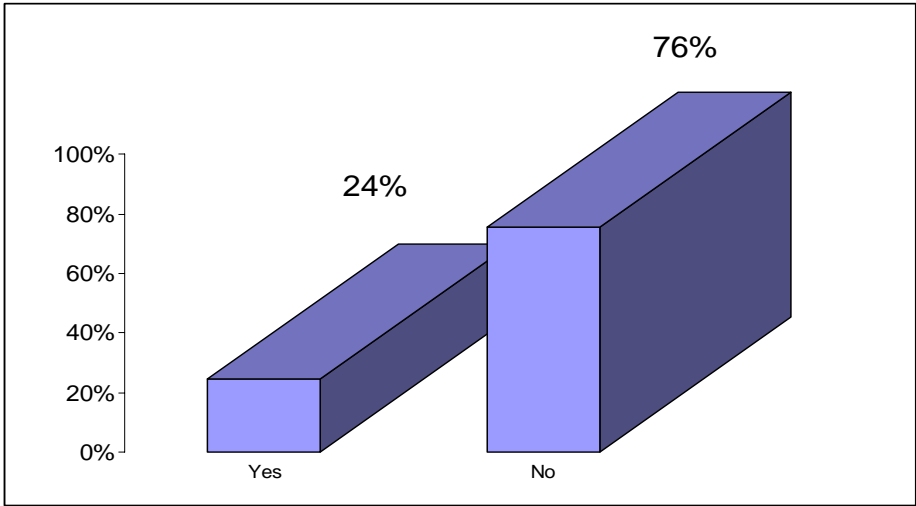


Written responses:

- n/a
- We don't have volunteers
- Not applicable
- Annually
- n.a. (no volunteers)
- I would if they would stay long enough

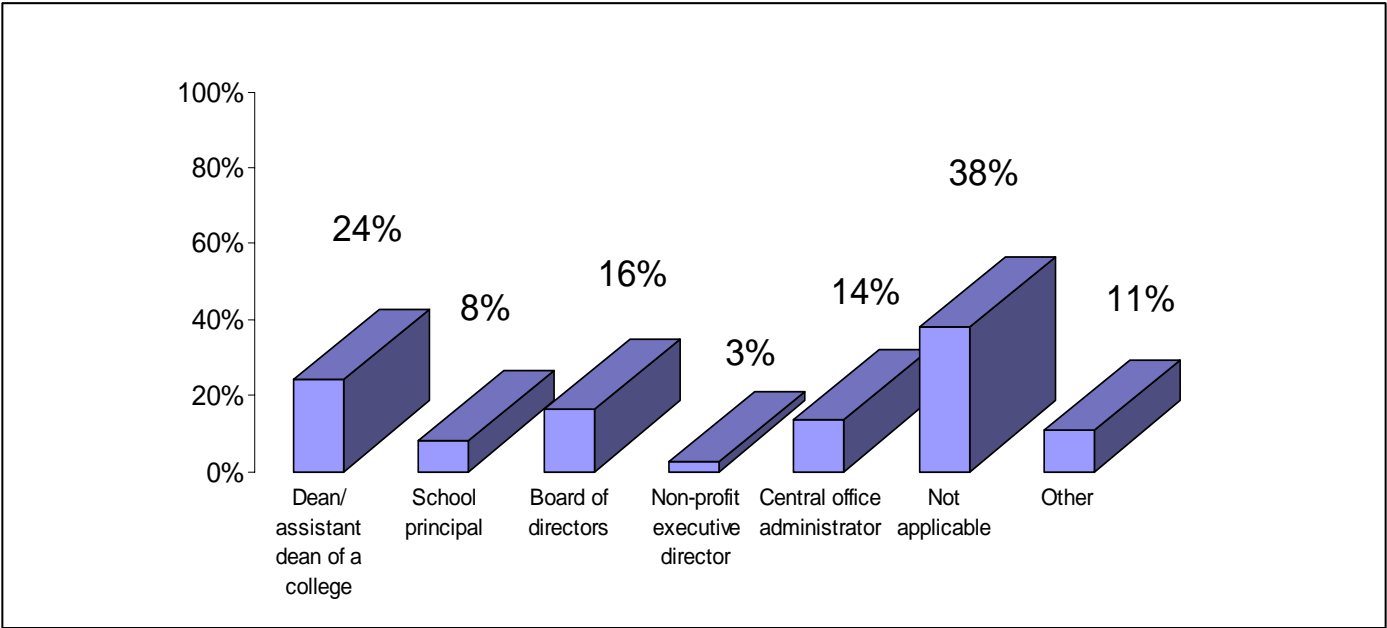
n=37

Q59. Does the adult education program’s parent organization require you to submit AEDATCOL data for review?



n=37

Q60. What additional parent organization staff review AEDATCOL data? (Check all that apply)

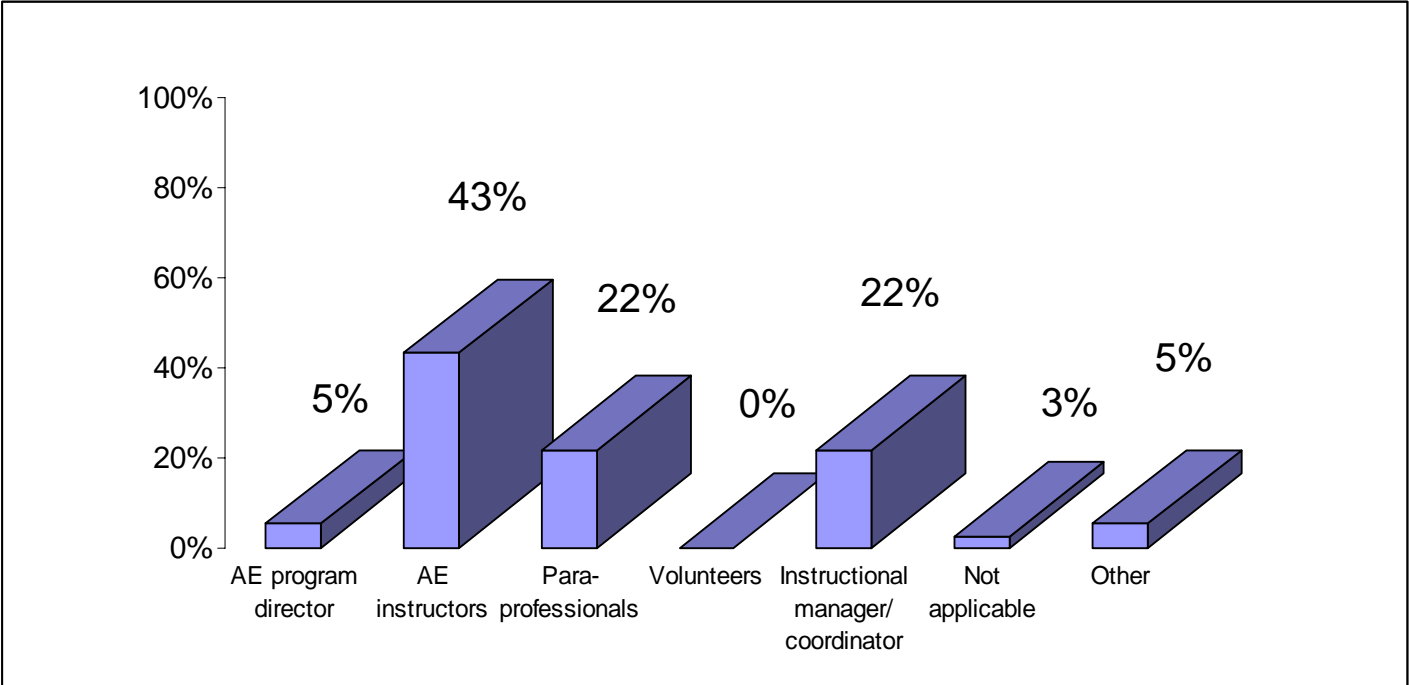


Written responses:

- Director sometimes forward (on a voluntary basis) to Institutional Research, or the college president, or District Governing Board
- None
- City management
- Vice President/Provost

n=37

Q61. Which adult education program staff member is responsible primarily for administering the TABE to new students? (Select one)

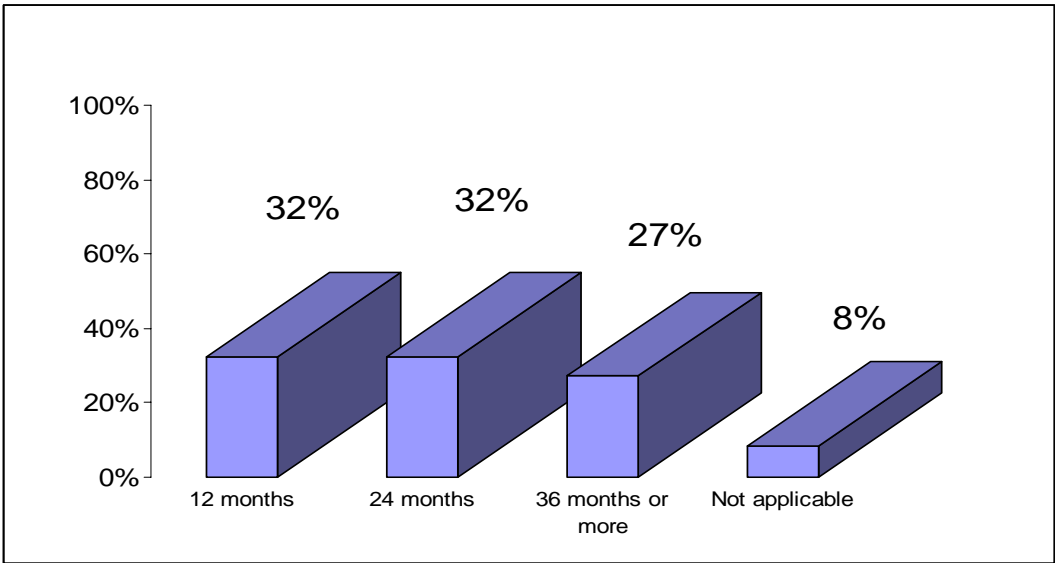


Written responses:

- Assessment specialist
- Testing tech

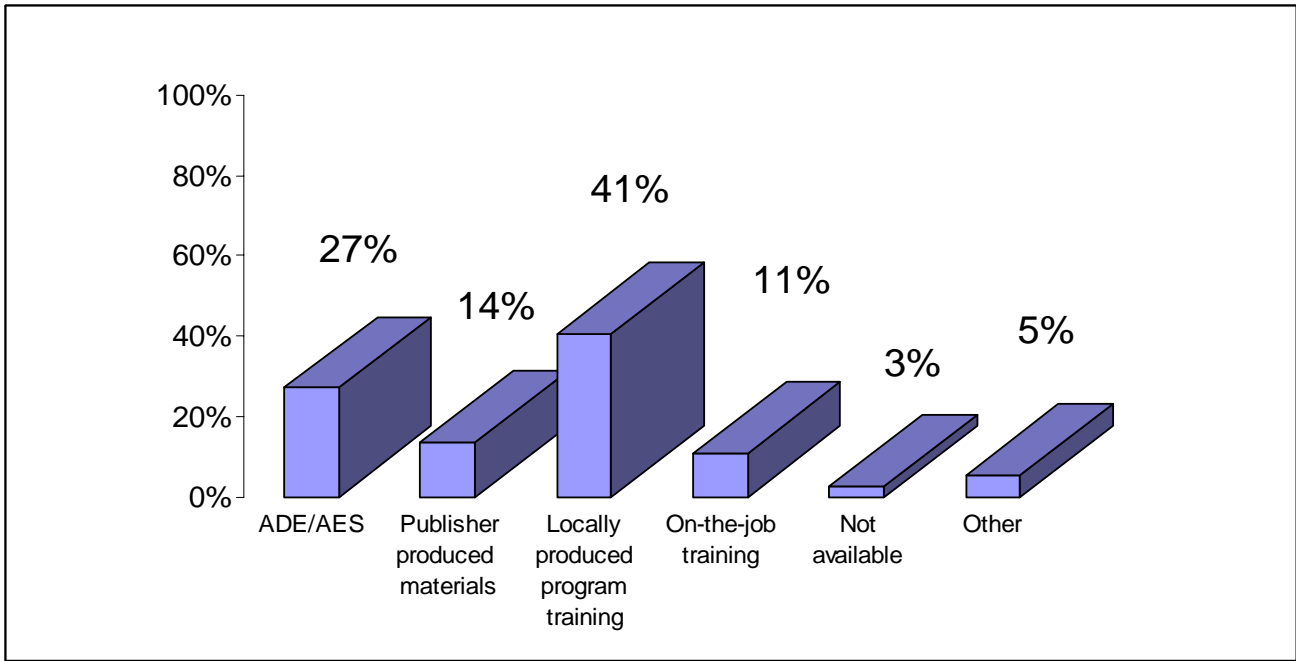
n=37

Q62. This staff member completed training for administering the TABE within the past: (Select one)



n=37

Q63. Training for administering the TABE to new students is primarily completed through:

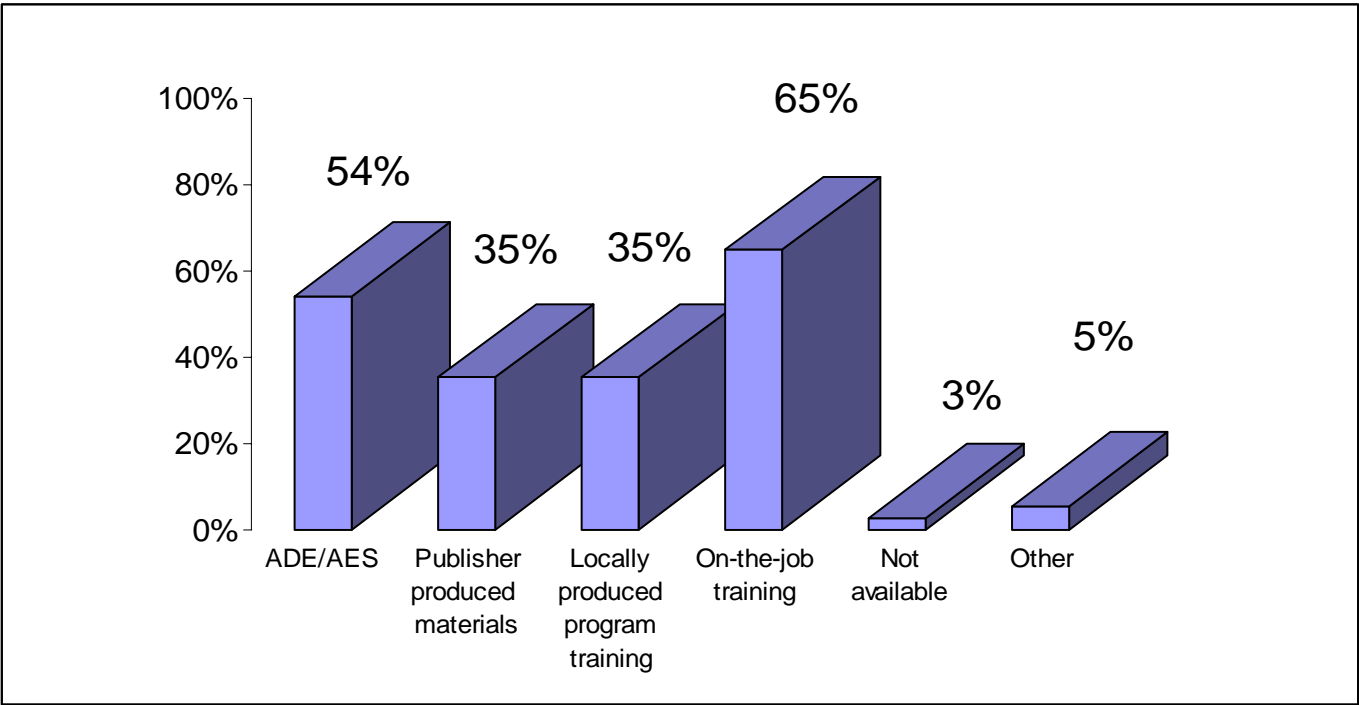


Written responses:

- Orientation session
- One-on-one employee orientation

n=37

Q64. Additional sources of training for administering the TABE to new students are: (Check all that apply)

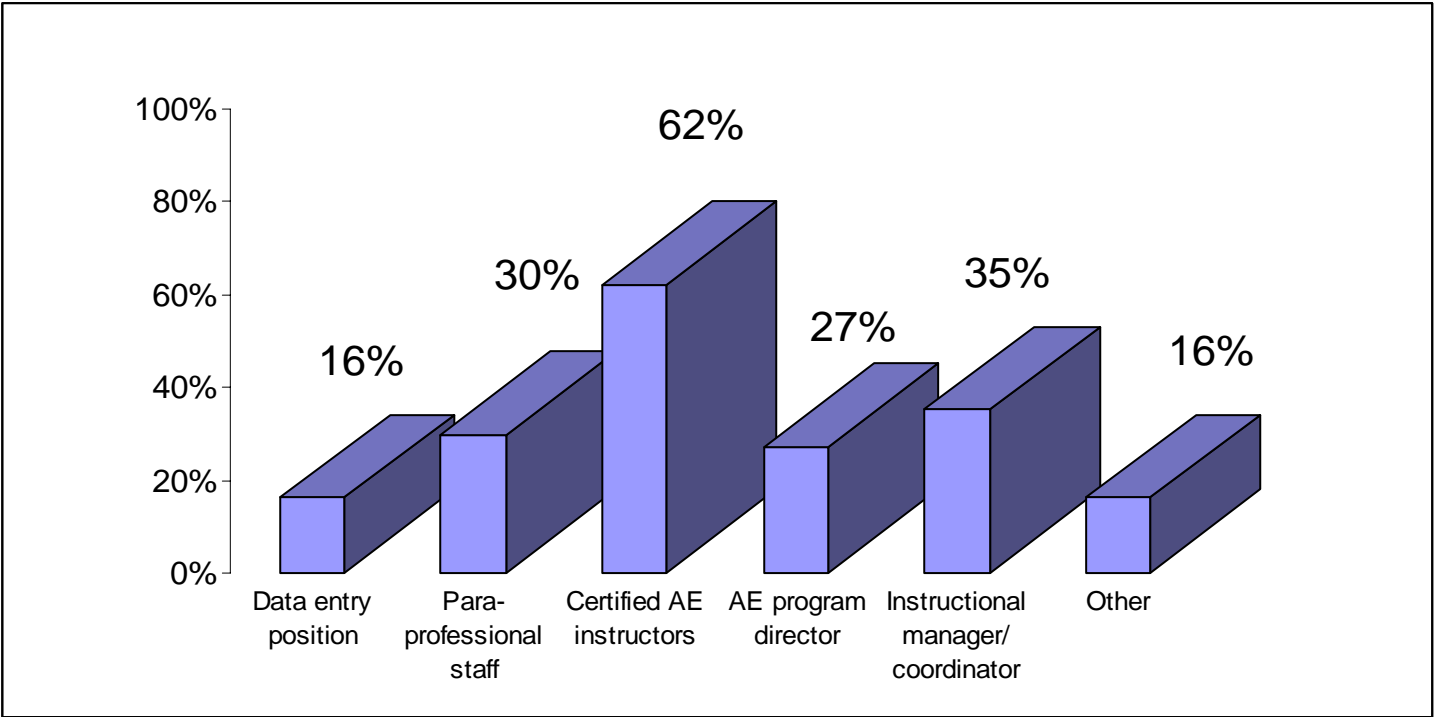


Written responses:

- Family Literacy Training sessions on TABE and BEST
- Tutor/Teacher Mentor

n=37

Q65. What additional adult education program staff administers the TABE? (Check all that apply)

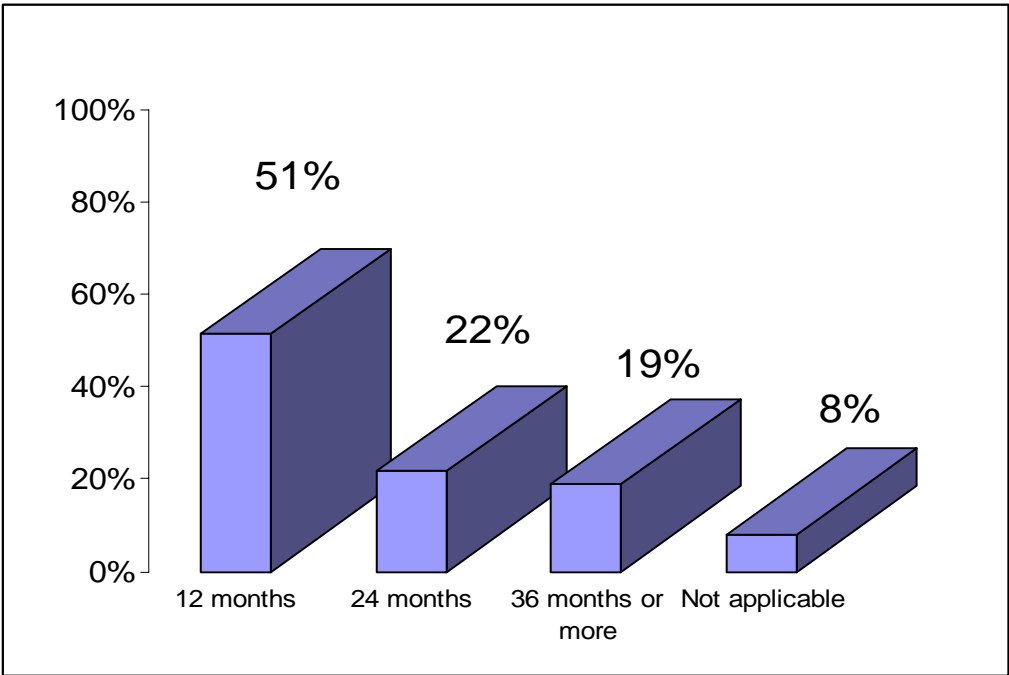


Written responses:

- Teacher's aide
- n/a
- AmeriCorps volunteers
- Clerk
- Part-time evening secretary
- none

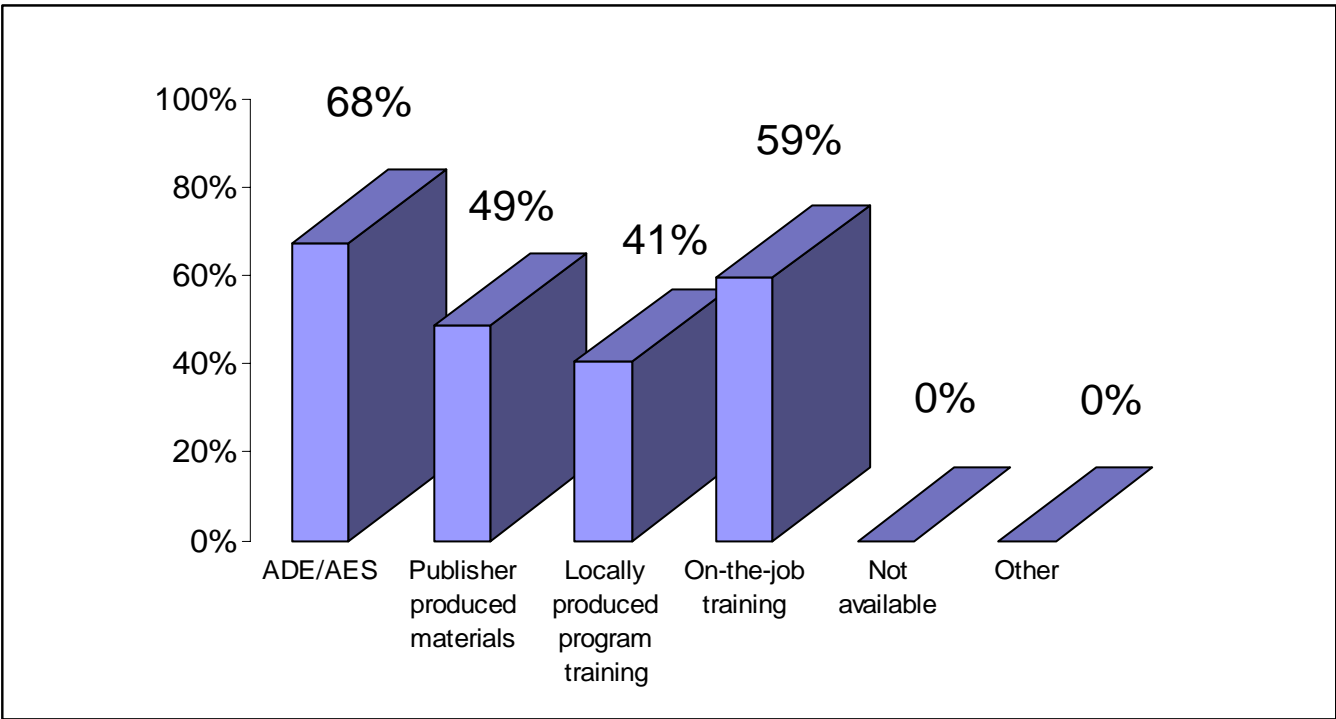
n=37

Q66. These staff members completed training for administering the TABE within the past: (Select one)



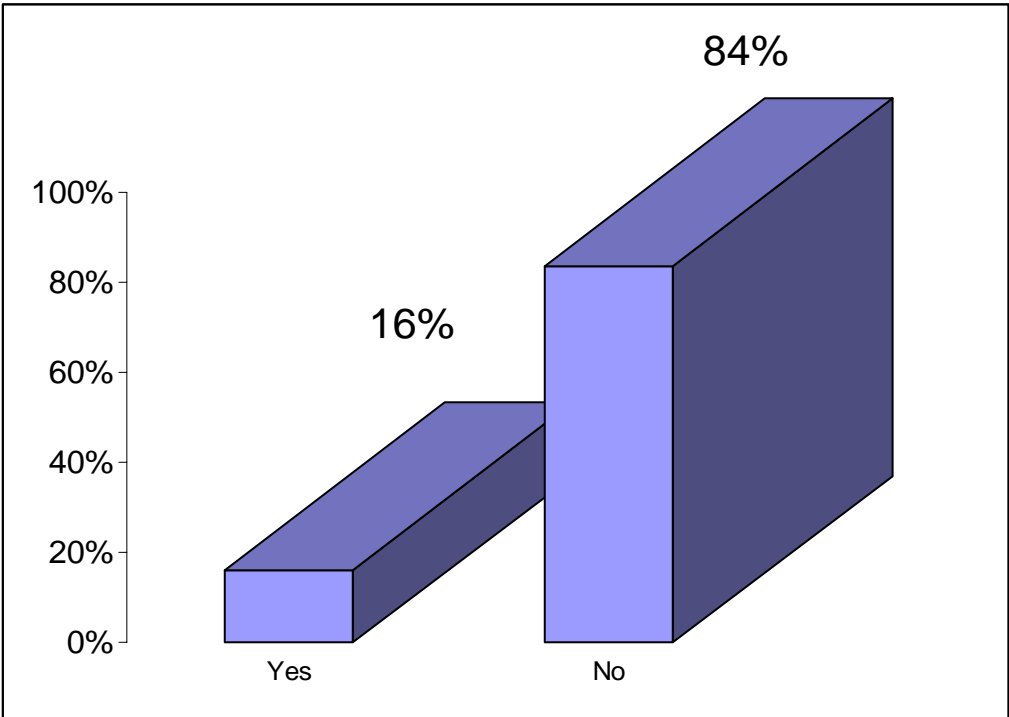
n=37

Q67. Training for administering the TABE was completed through: (Check all that apply)



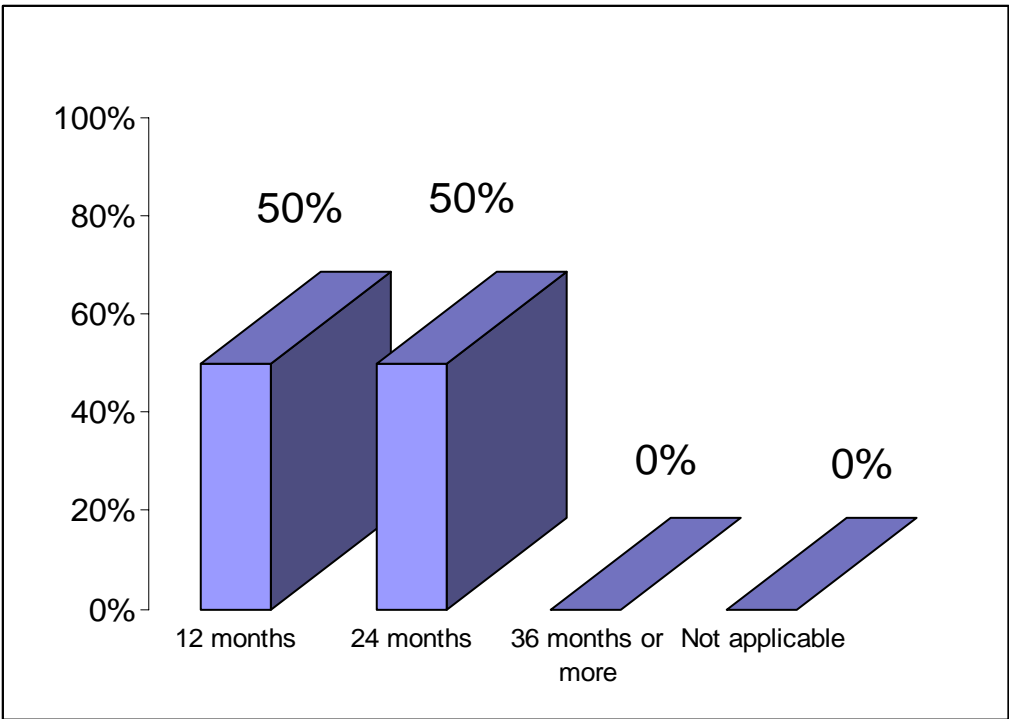
n=37

Q68. Do volunteers administer the TABE?



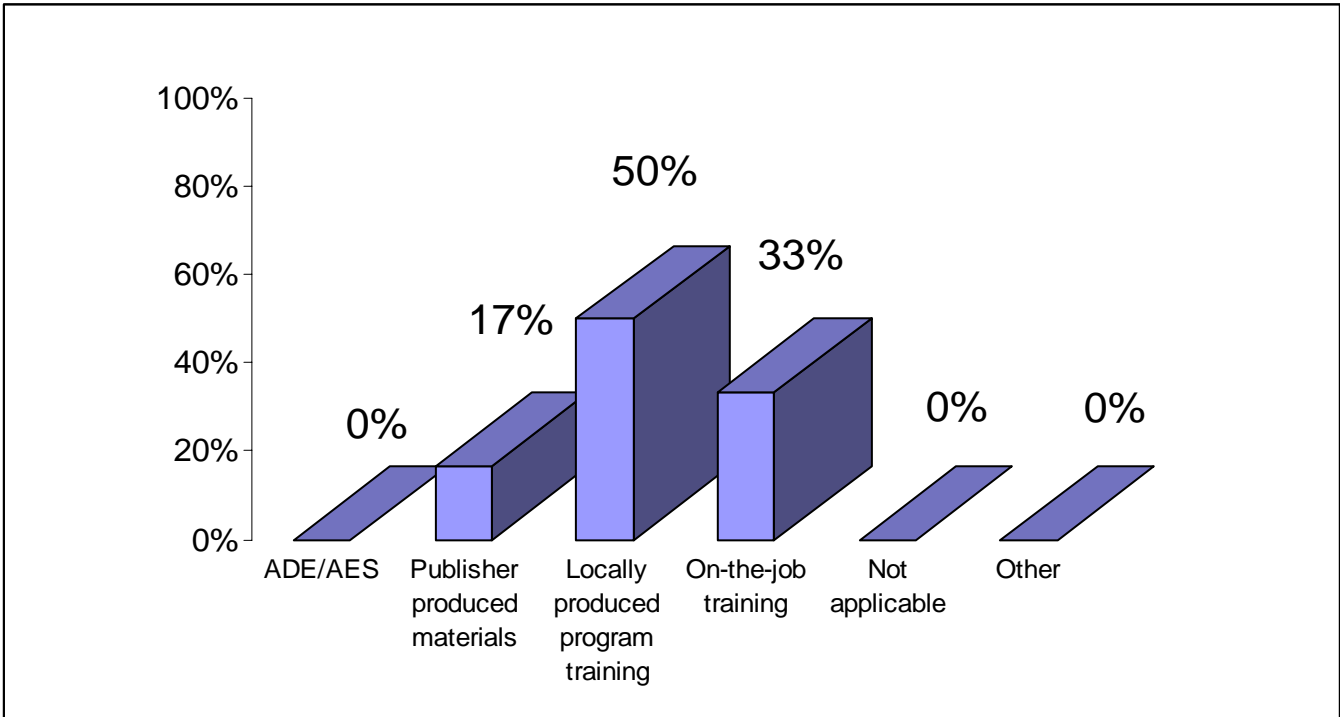
n=37

Q69. Volunteers have completed training for administering the TABE within the past: (Select one)



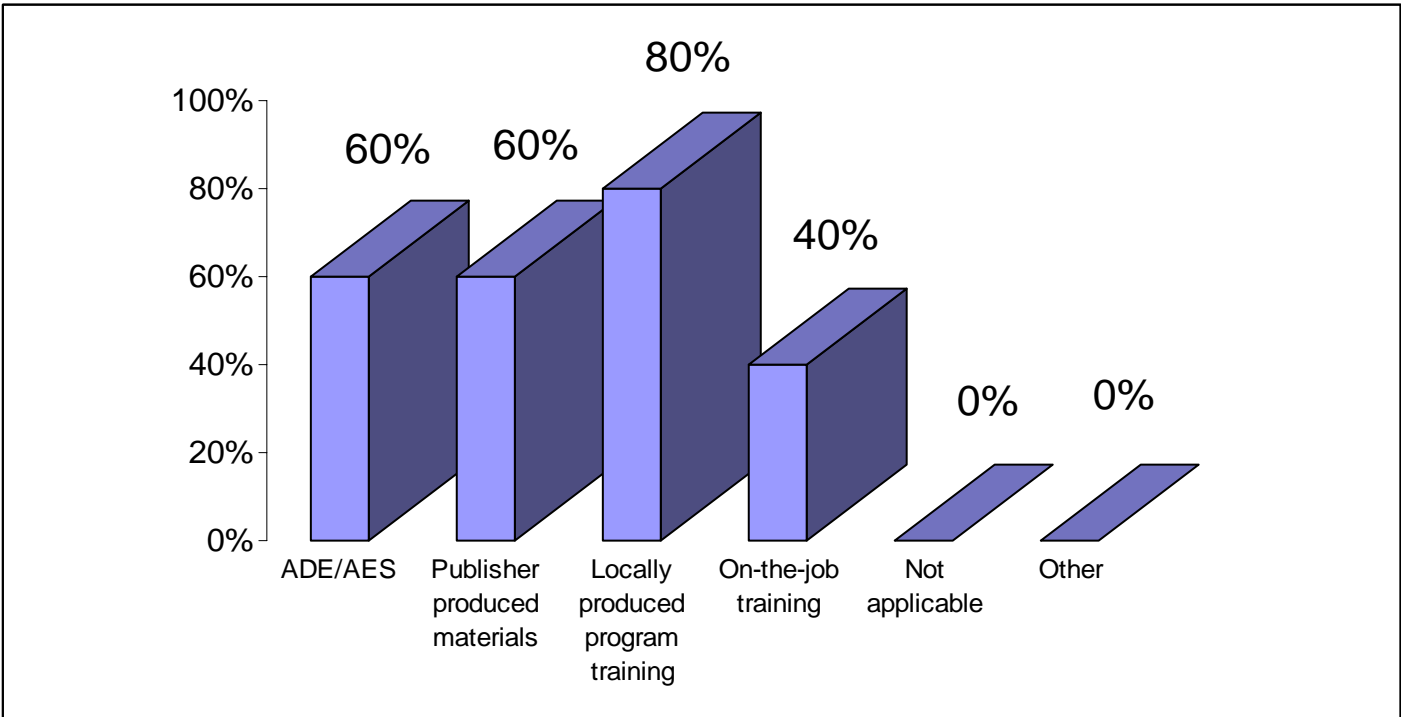
n=6

Q70. Volunteers primarily complete training for administering the TABE through: (Select one)



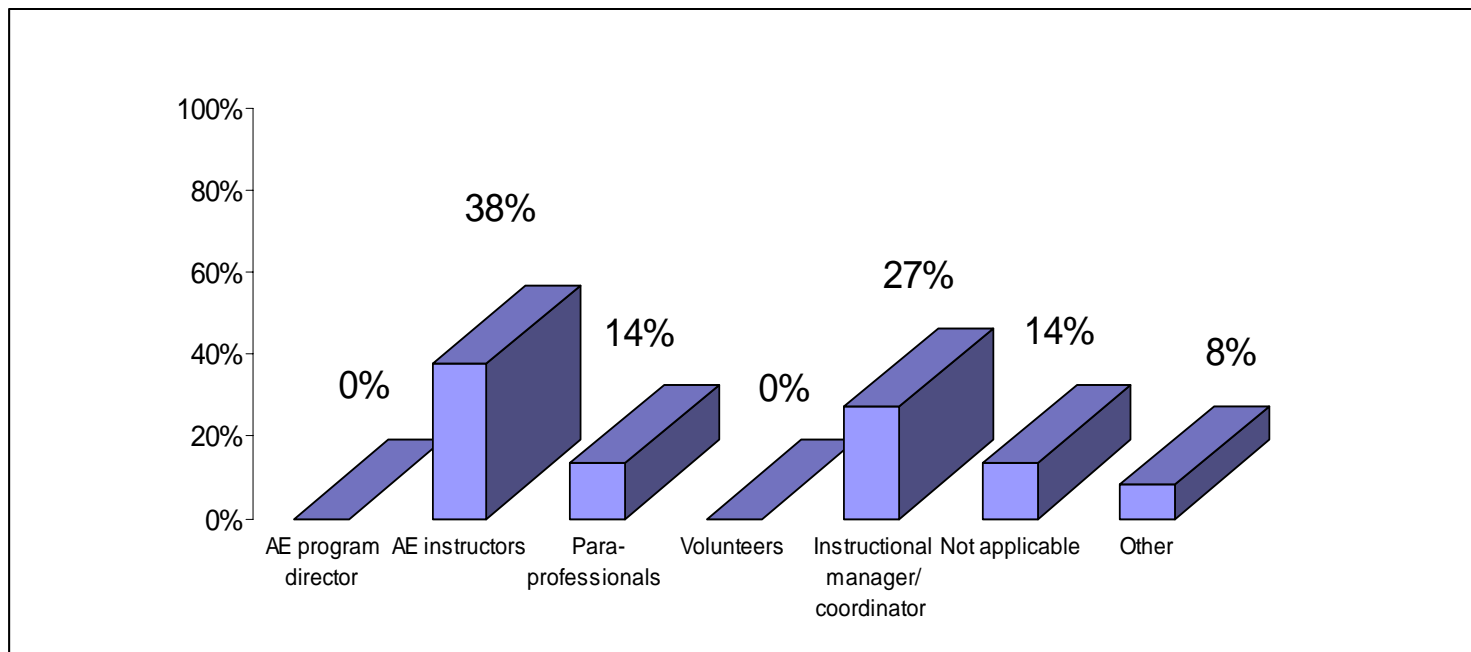
n=6

Q71. Additional sources used for training volunteers on administering the TABE are: (Check all that apply)



n=5

Q72. Which adult education program staff member is primarily responsible for administering the BEST to new students? (Select one)

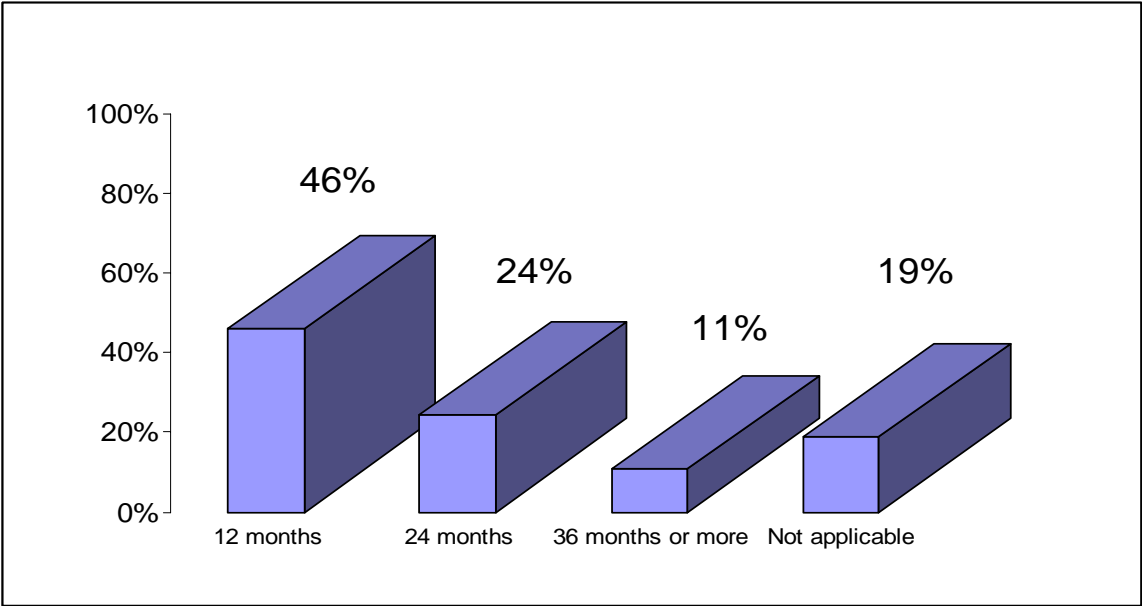


Written responses:

- Assessment specialist
- Student Assessor/Data Entry Manager
- Testing specialist

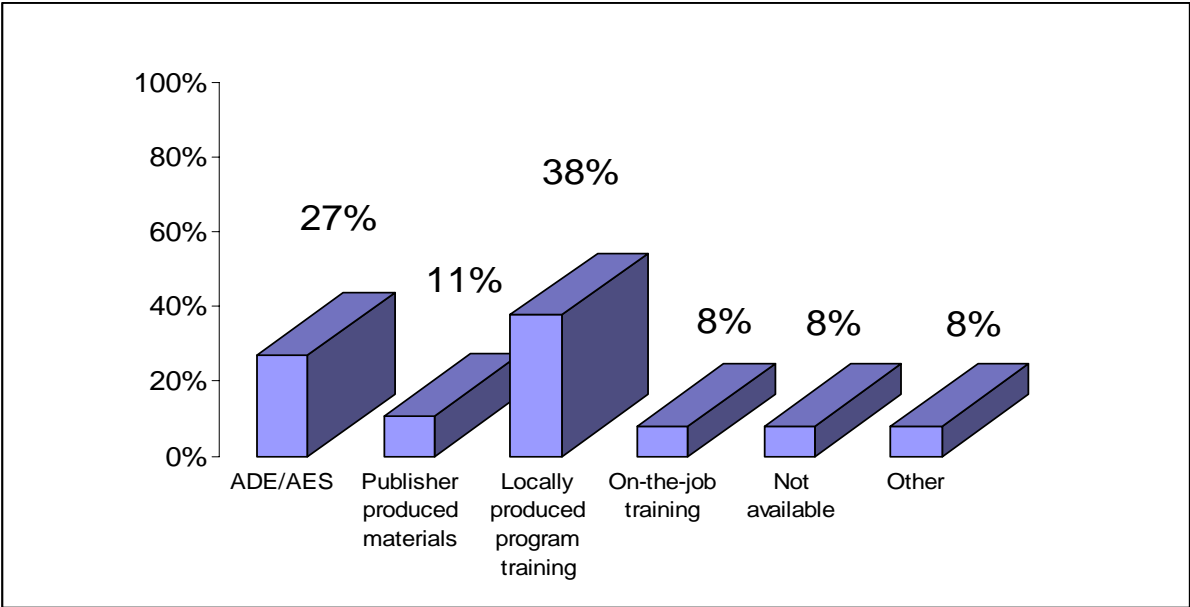
n=37

Q73. This staff member completed training for administering the BEST to new students within the past: (Select one)



n=37

Q74. Training for administering the BEST to new students is completed primarily through: (Select one)

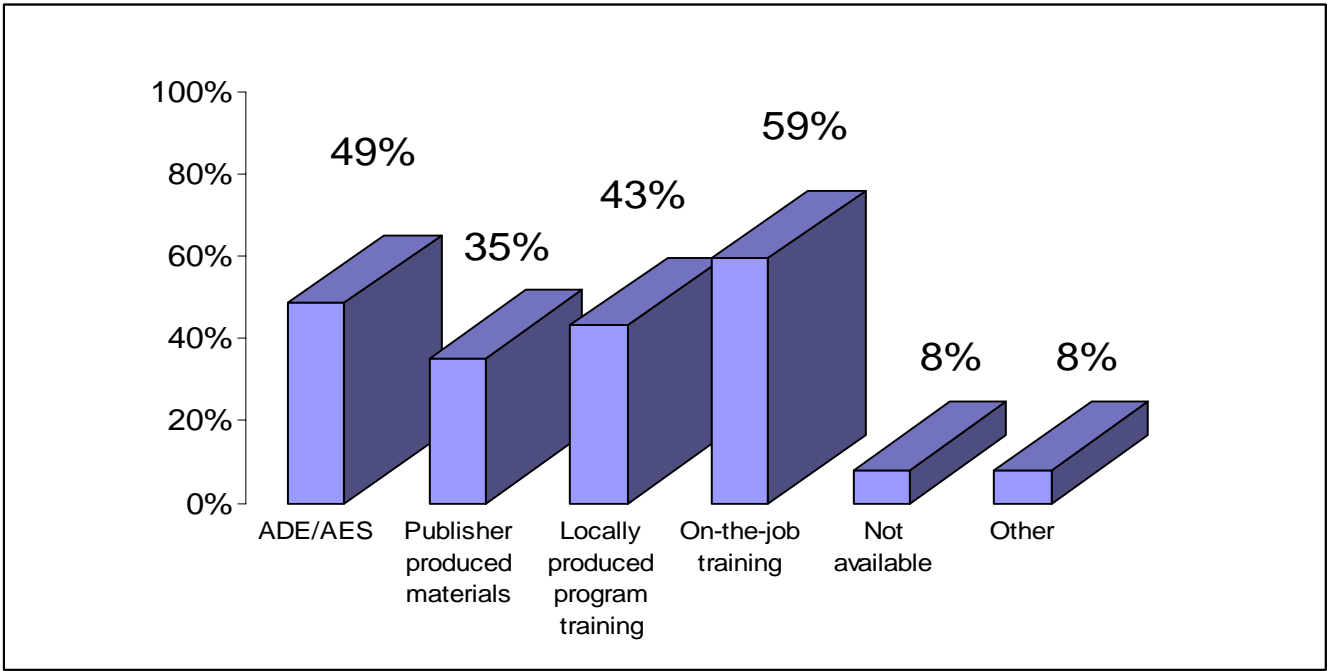


Written responses:

- One-on-one training
- na
- Not applicable

n=37

Q75. Additional sources of training for administering the BEST to new students are: (Check all that apply)

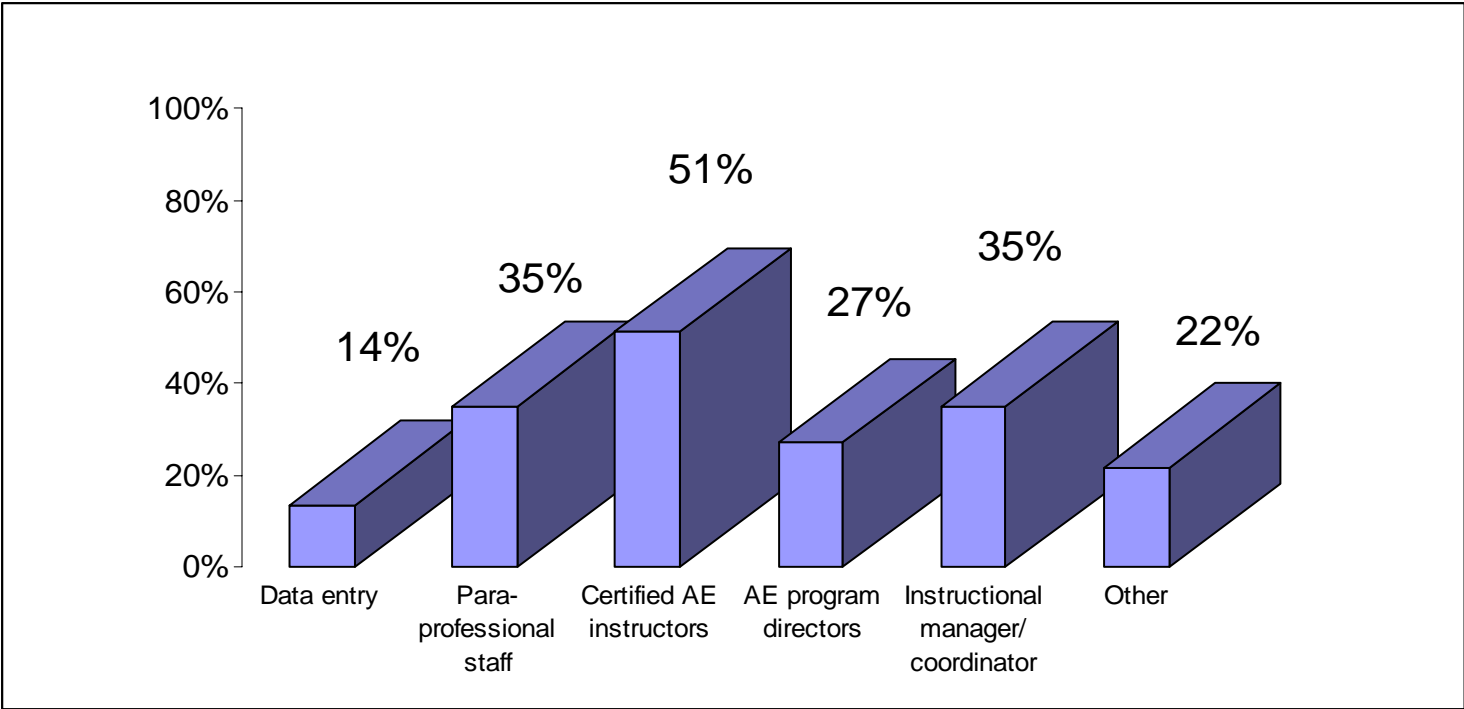


Written responses:

- AZ Family Literacy training in BEST and TABE
- na
- Not applicable

n=37

Q76. What additional program staff administer the BEST (Check all that apply)?

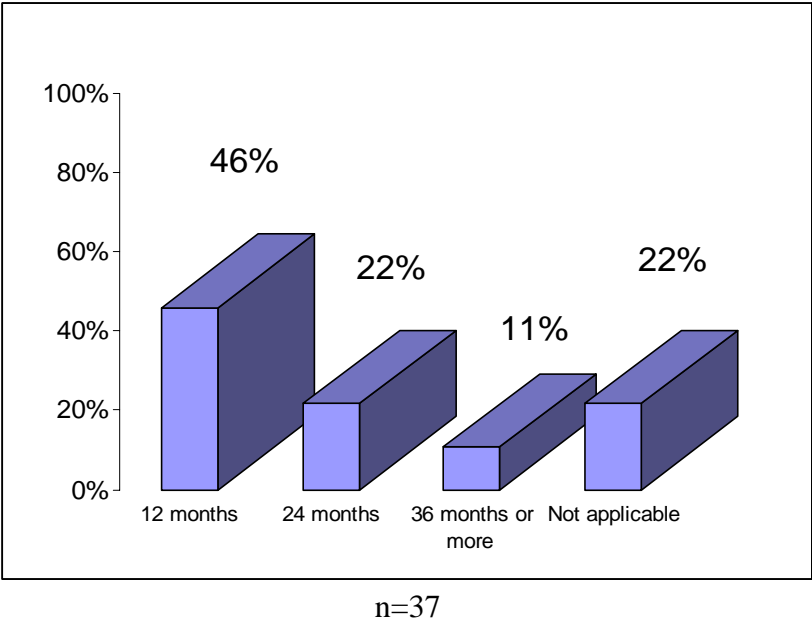


Written responses:

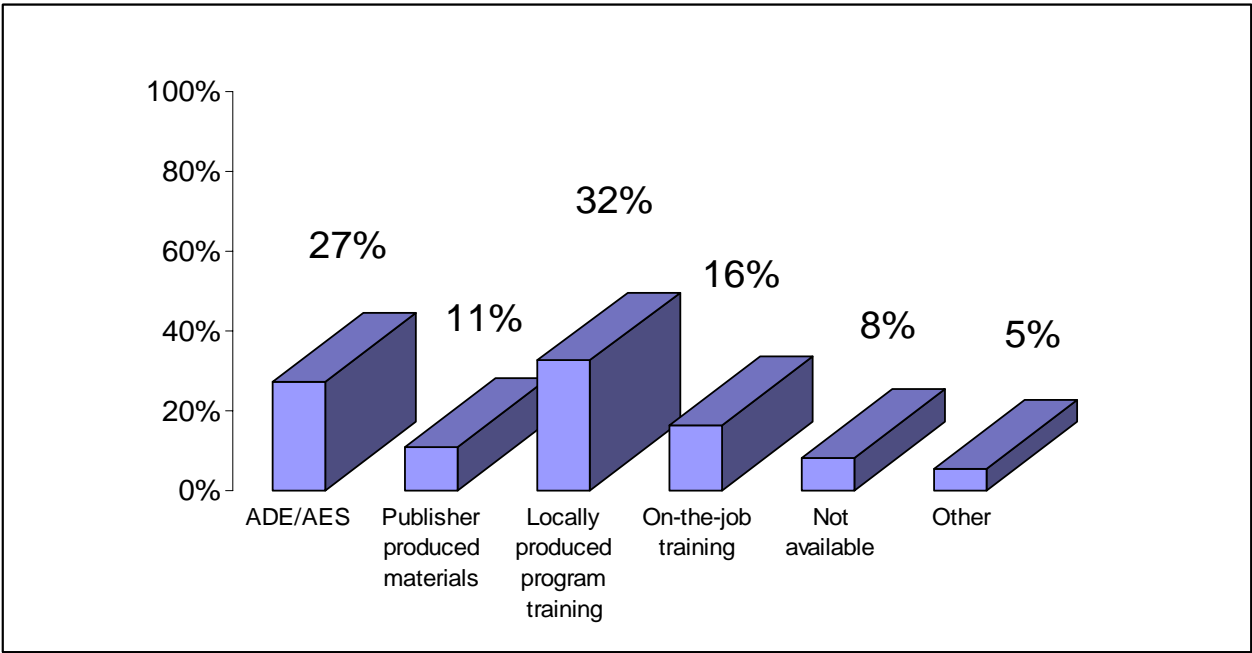
- n/a
- N/A
- Part-time evening secretary
- Trained Volunteers
- Testing specialist
- na
- Not applicable
- Testing tech

n=37

Q77. These staff members completed training for administering the BEST within the past: (Select one)



Q78. Training for administering the BEST is completed primarily through: (Select one)

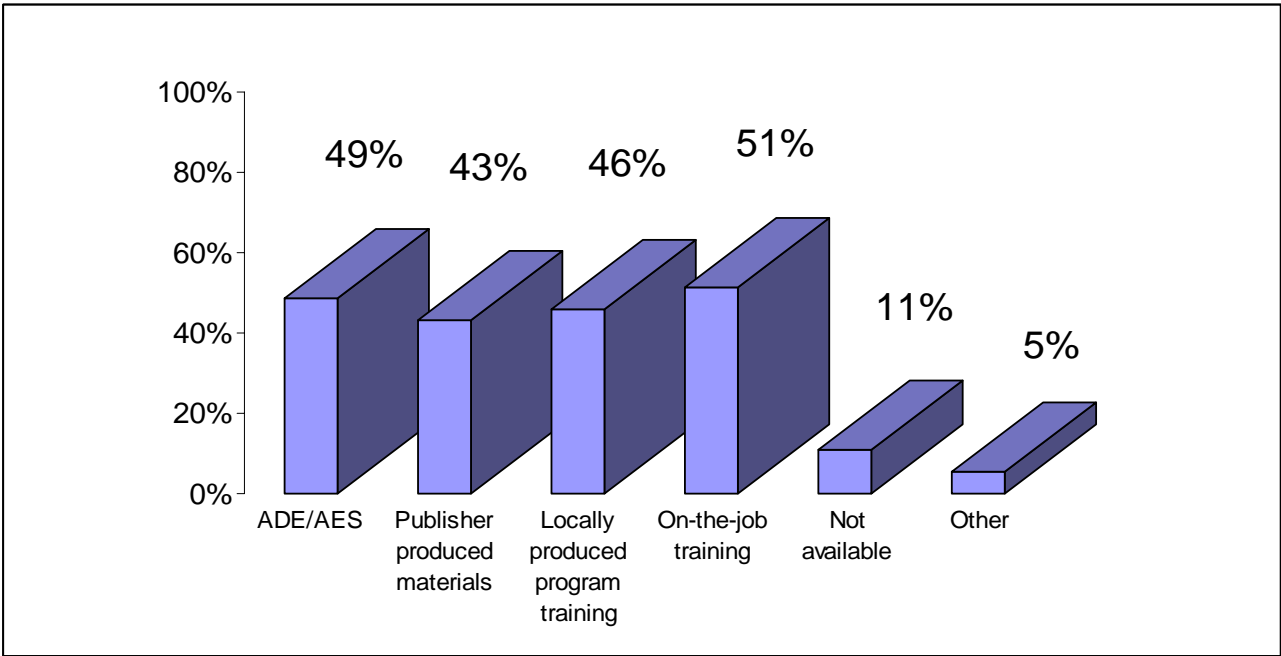


Written responses:

- NA
- NA

n=37

Q79. Additional sources used for training on administering the BEST are: (Check all that apply)

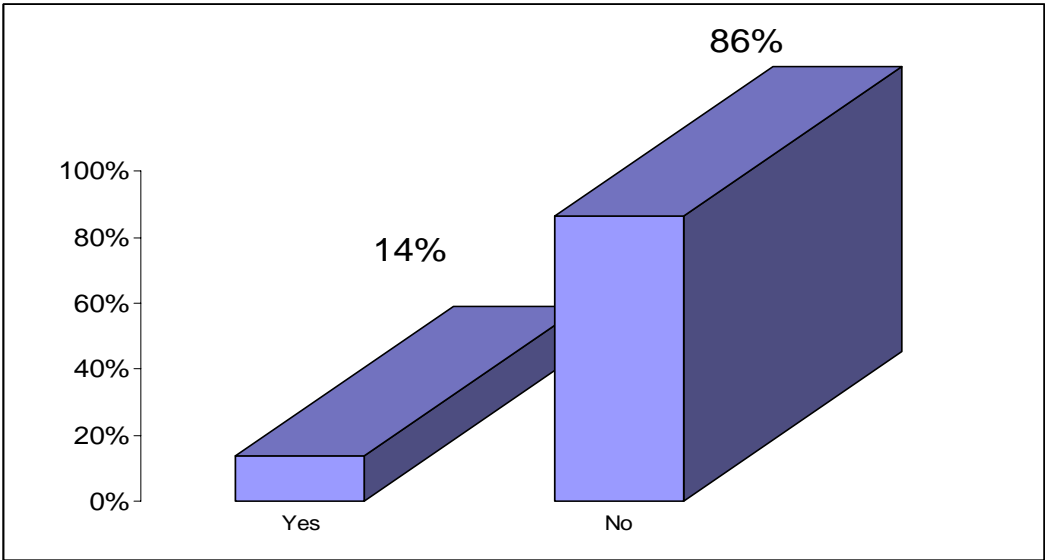


Written responses:

- NA
- NA

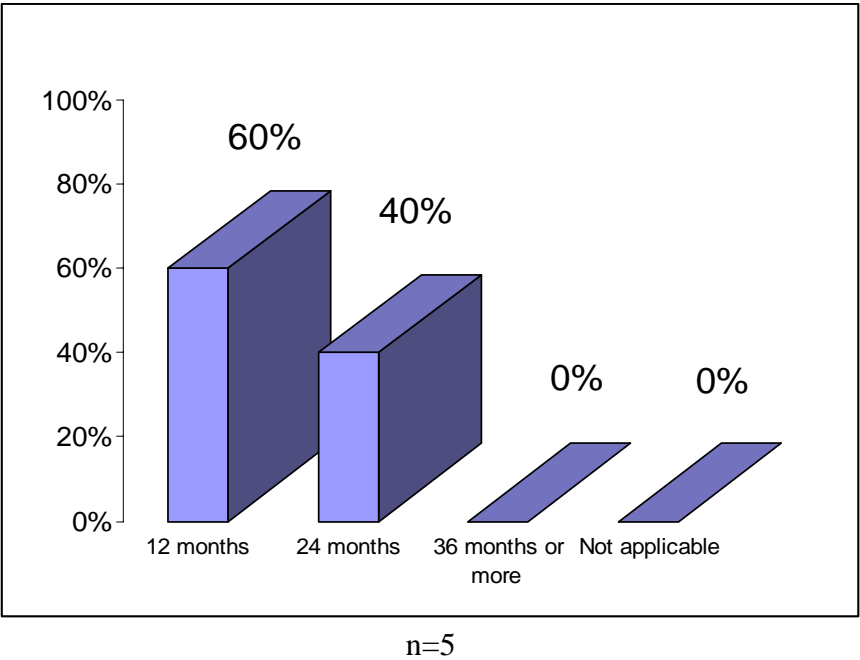
n=37

Q80. Do volunteers administer the BEST?

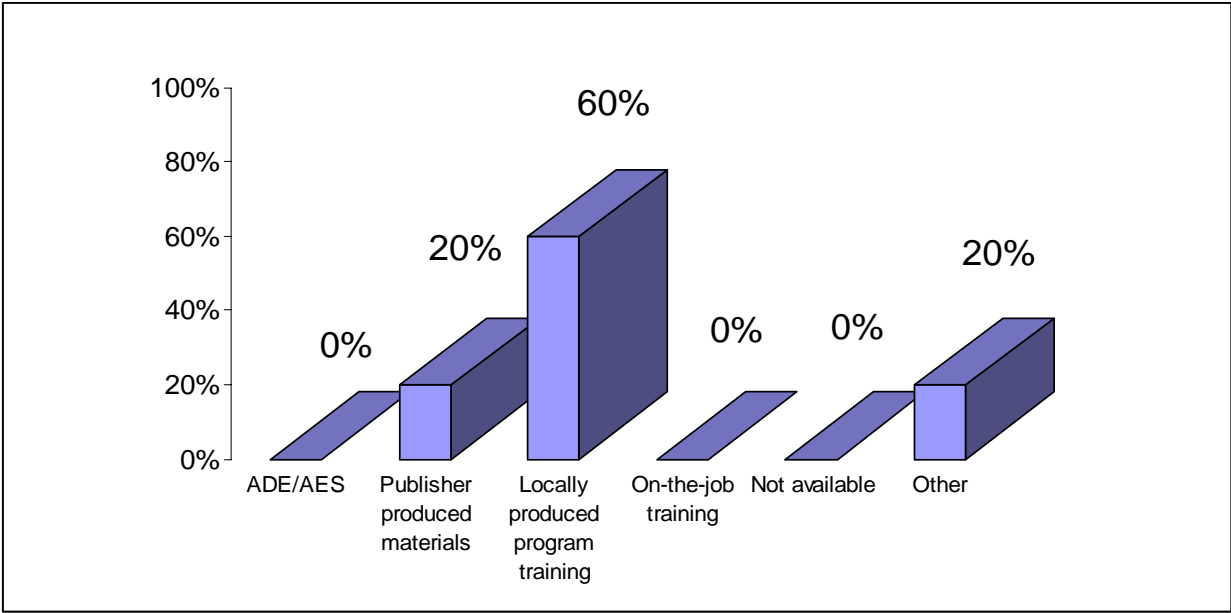


n=37

Q81. Volunteers completed training for administering the BEST within the past: (Select one)



Q82. Volunteers primarily complete training for administering the BEST through: (Select one)

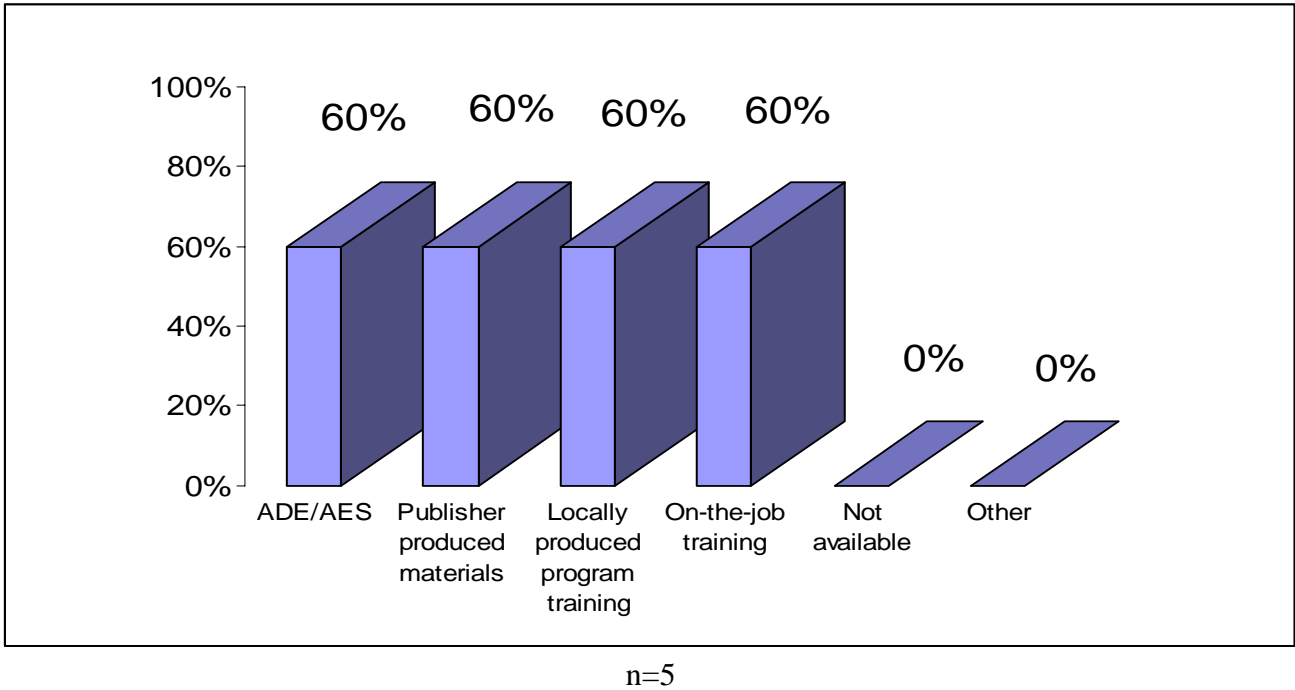


Written responses:

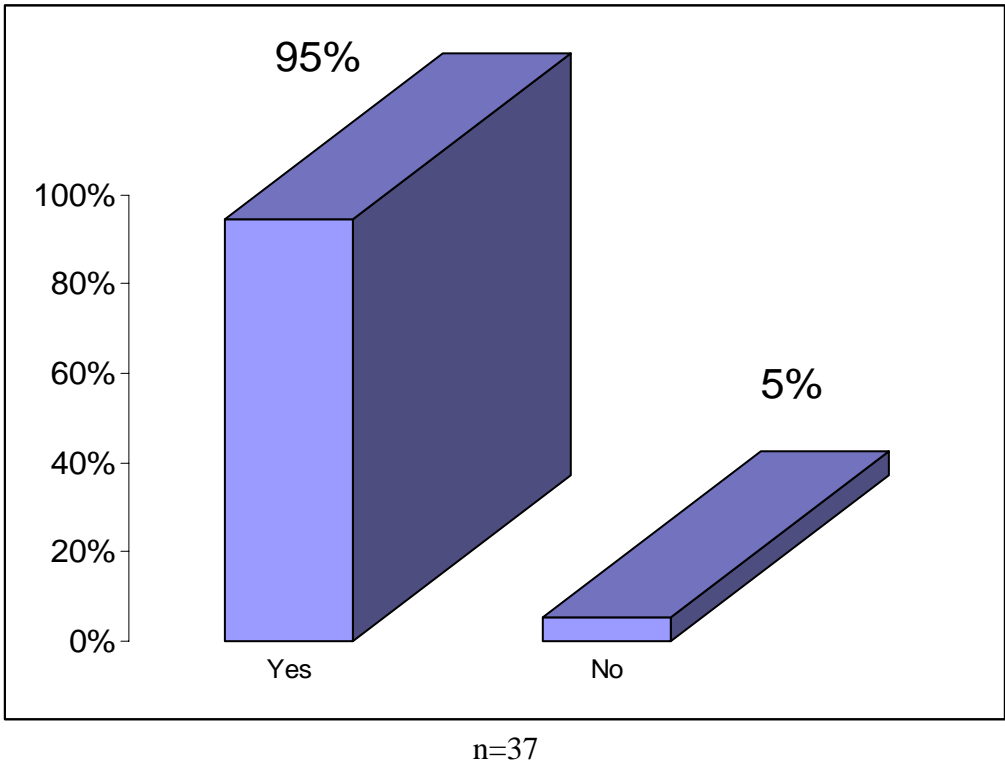
- 1-on-1 training from Student Assessor/Data Entry Manager

n=5

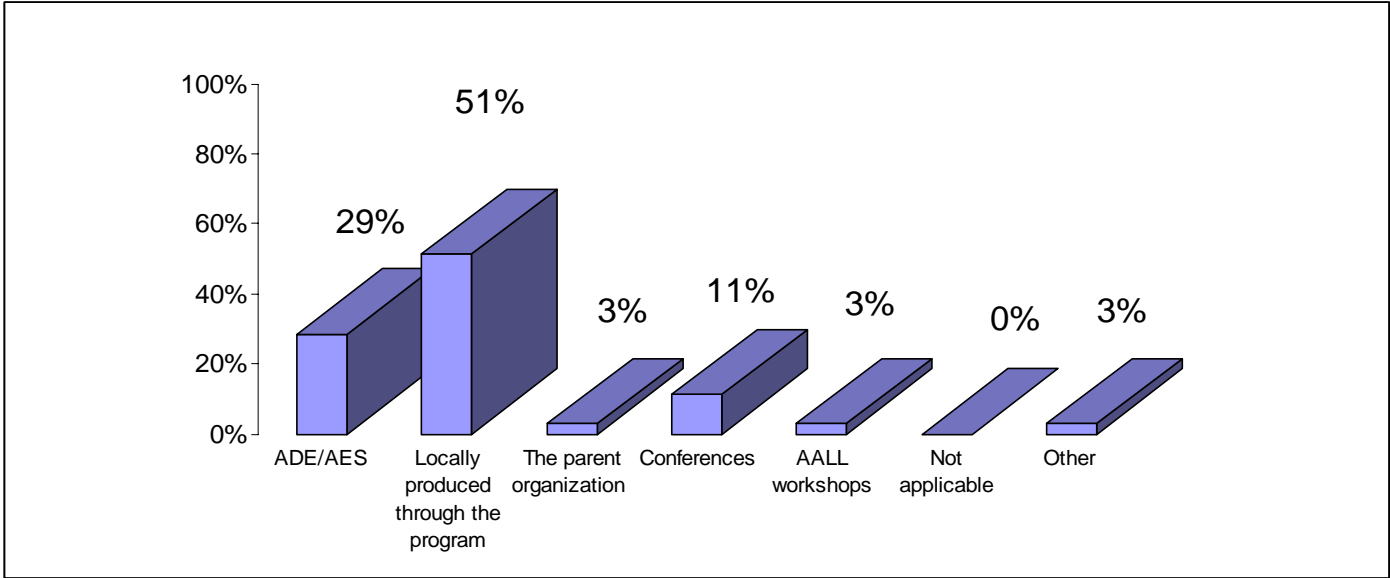
Q83. Additional sources used to train volunteers on administering the BEST are: (Check all that apply)



Q84. Do certified adult education instructors participate in professional development activities?



Q85. The primary source of professional development for certified adult education instructors is provided by:
(Select one)

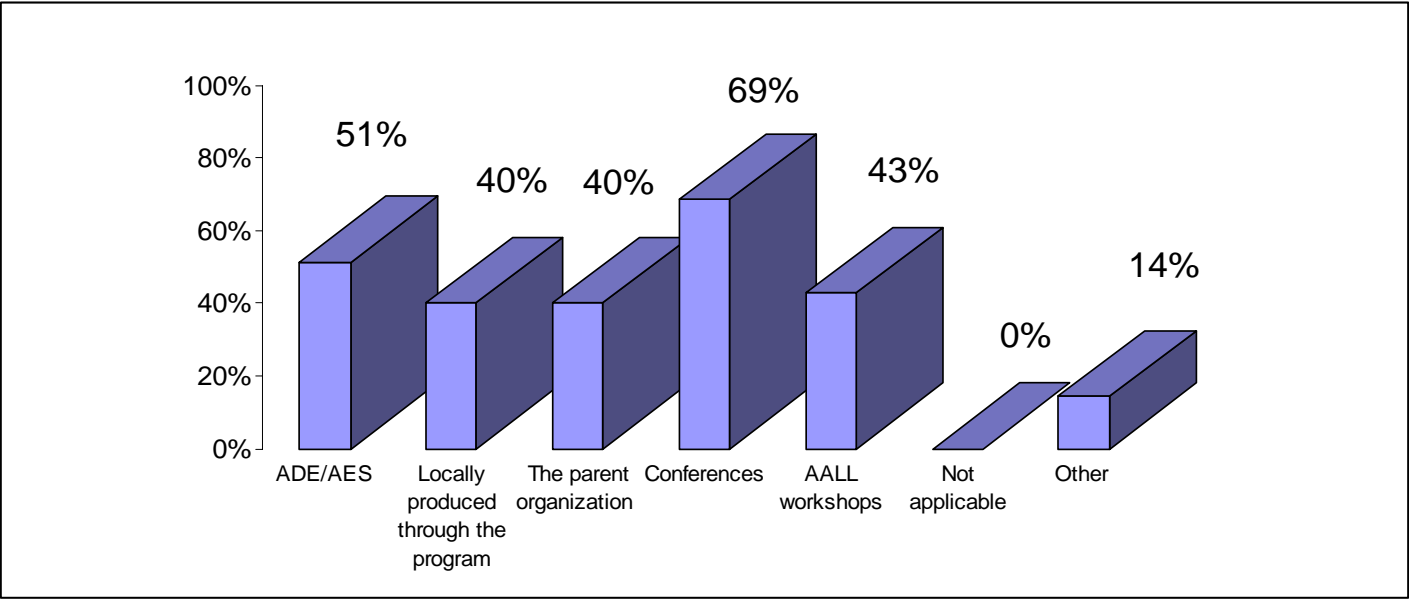


Written responses:

- ADE, Local, AALL, online,

n=35

Q86. The secondary sources of professional development for certified adult education instructors are provided by:
(Check all that apply)

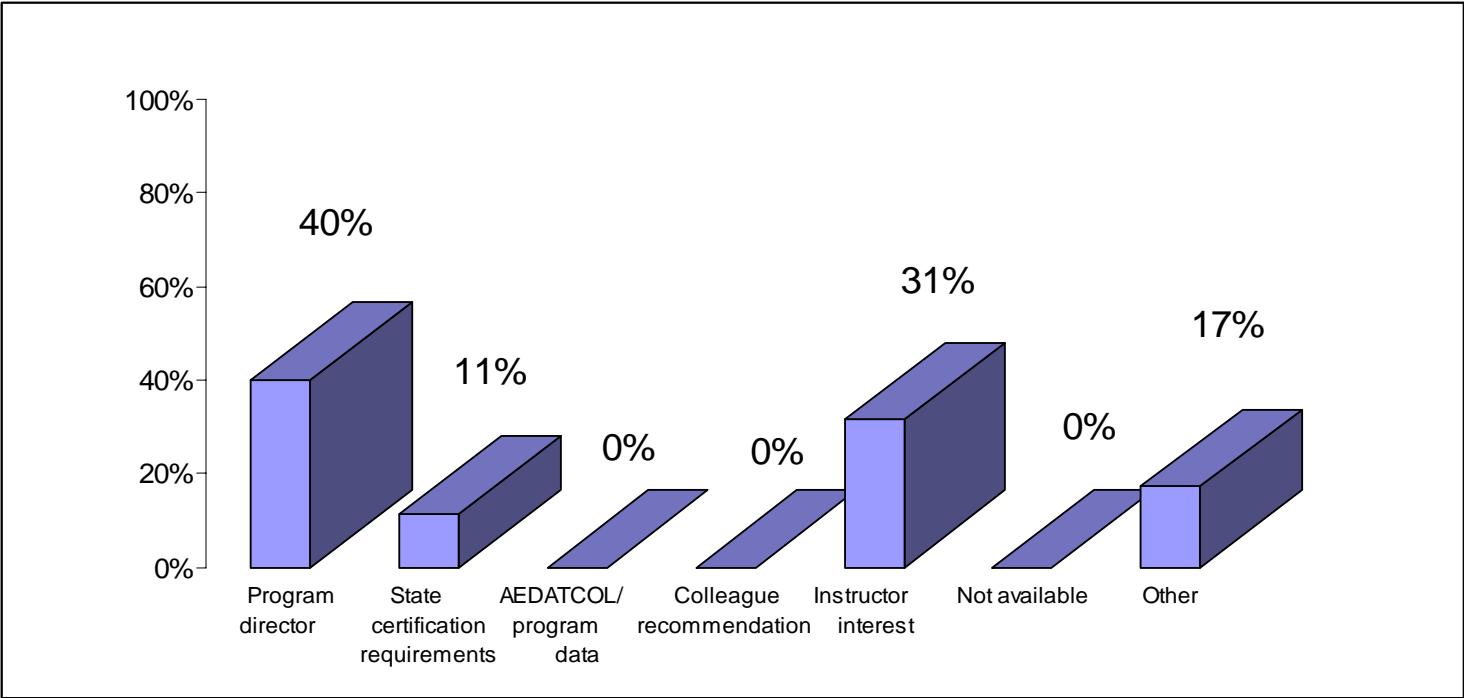


Written responses:

- Proliteracy
- Shared staff development w/ other ad. ed. programs
- Dept. of Economic Security, Vocation Rehab ADA classes
- AOC required CO-JET training
- Online classes

n=35

Q87. The professional development sessions adult education instructors attend are determined primarily by: (Select one)

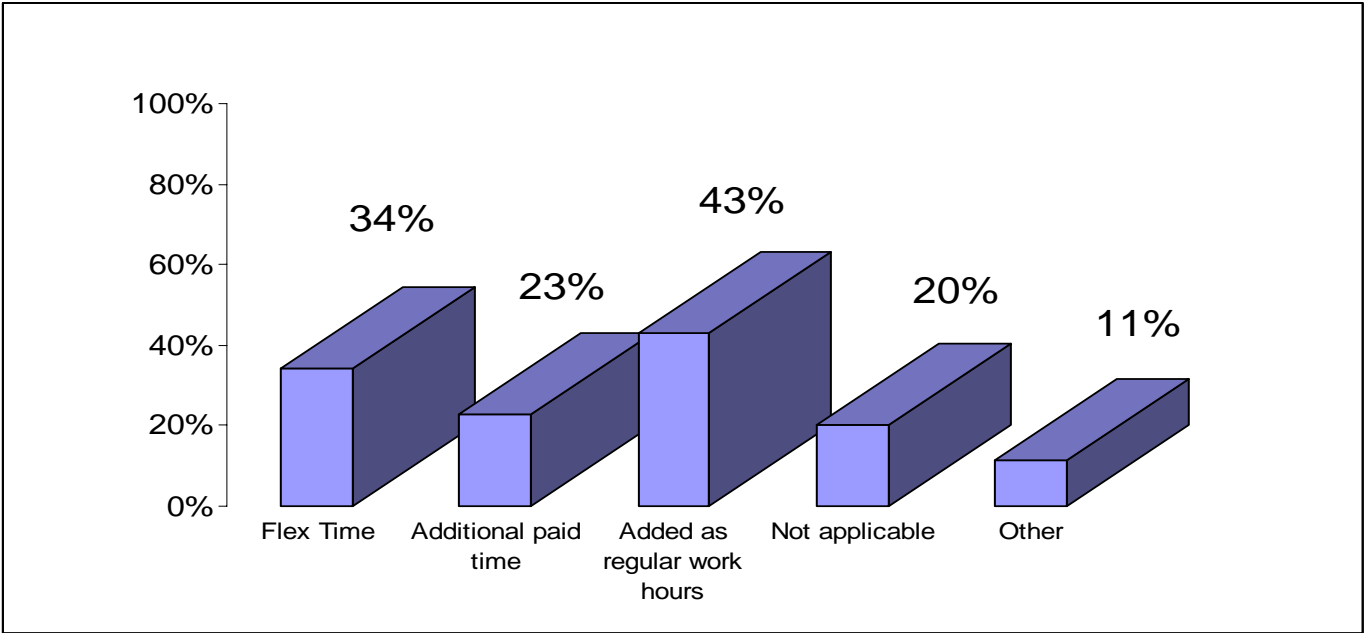


Written responses:

- Everyone given the opportunity to participate
- The program management team
- Instructor need
- Professional Development Committee
- Professional Development Committee based on requirements above
- Parent Organization/funding available

n=35

Q88. How are full-time adult education instructors compensated for attending professional development training?
(Check all that apply)

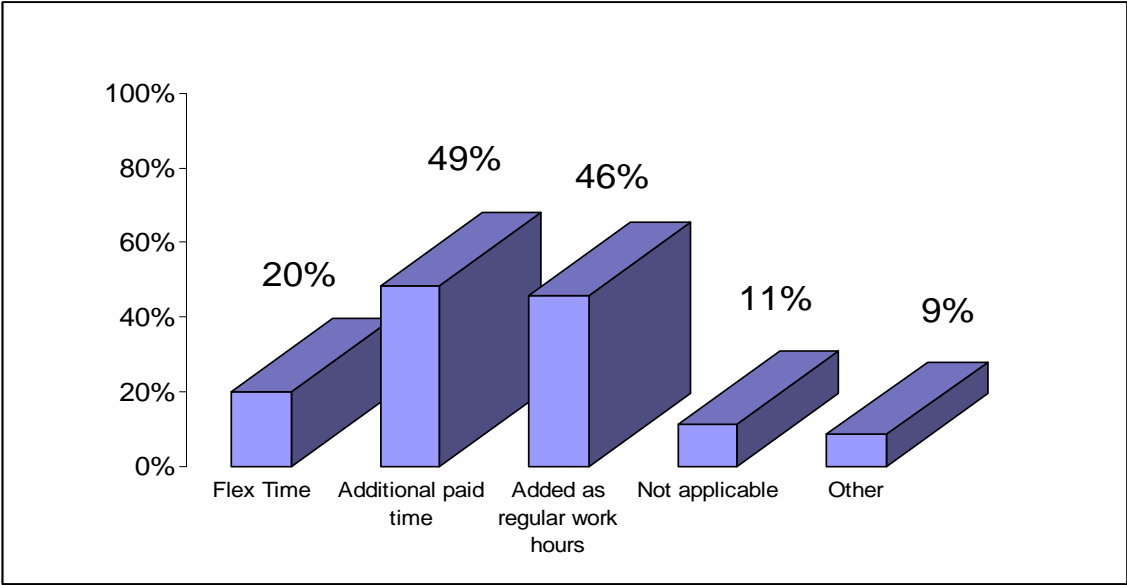


Written responses:

- Stipend
- This depends on their district job classification
- Supported by College prof. dev. resources
- PD conducted during early release days

n=35

Q89. How are part-time adult education instructors compensated for attending professional development training?
(Check all that apply)

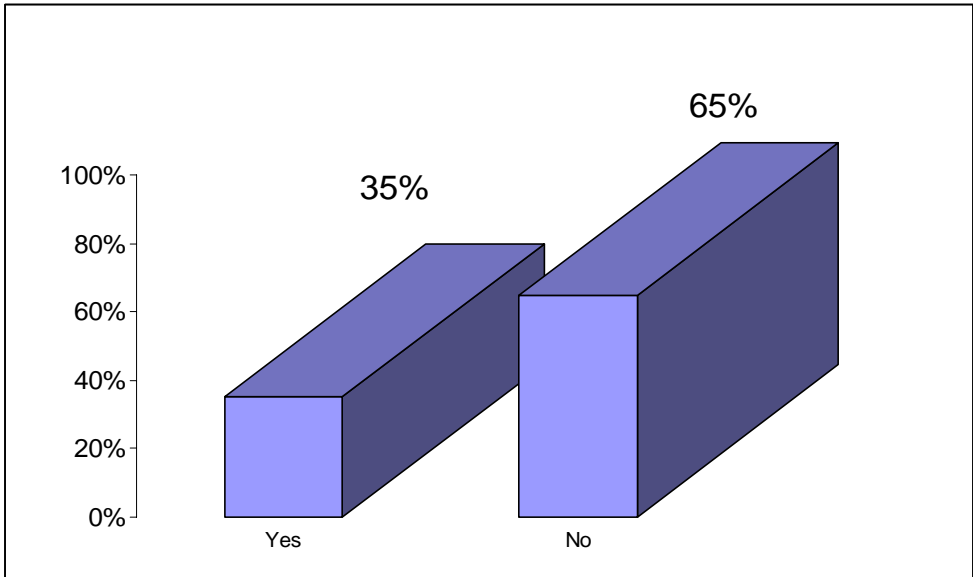


Written responses:

- Volunteer
- Stipend
- Sometimes paid, sometimes not

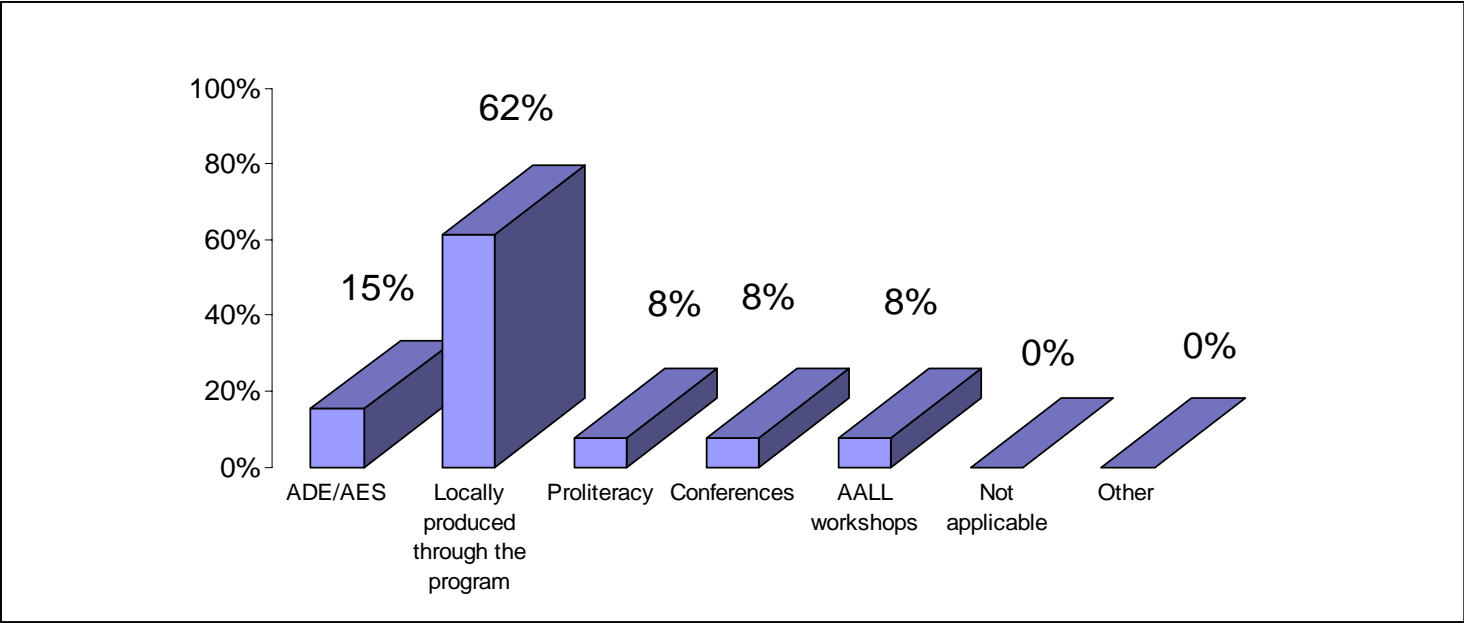
n=35

Q90. Do volunteers participate in professional development training?



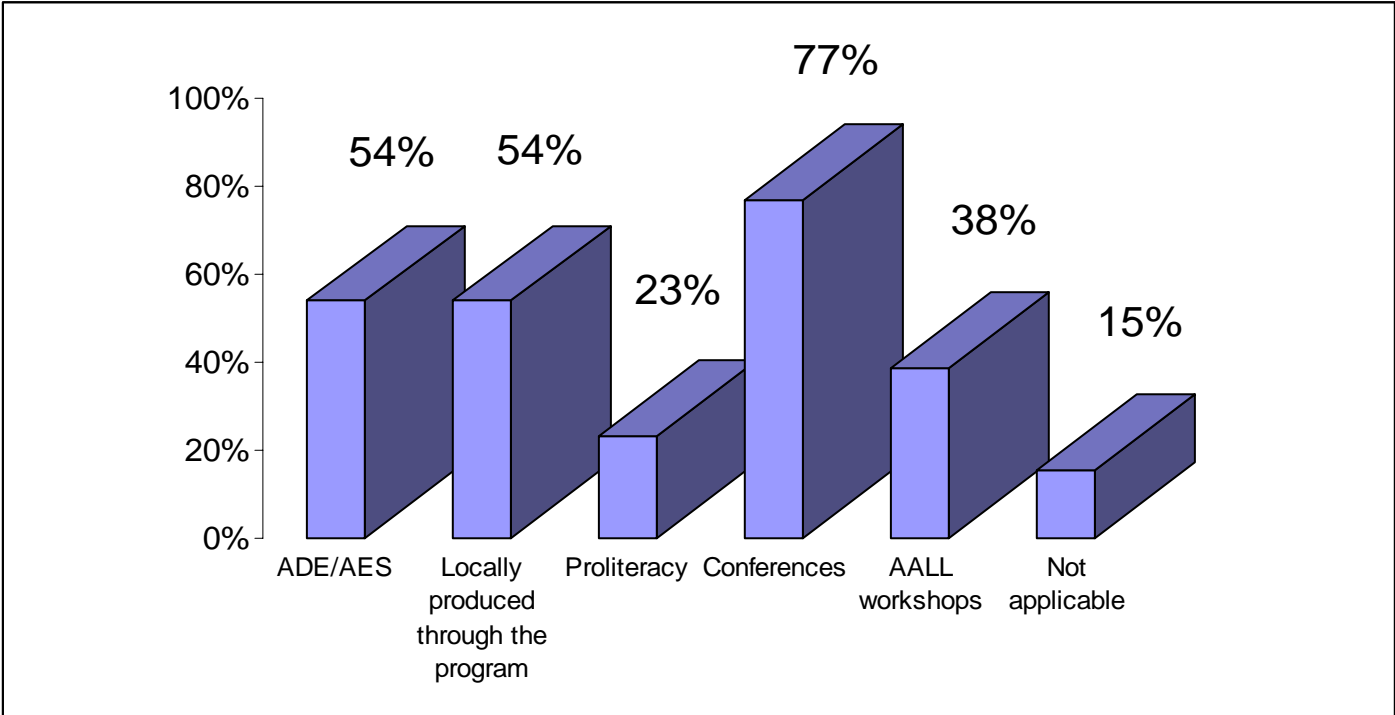
n=37

Q91. The primary source of professional development for volunteers is provided by: (Select one)



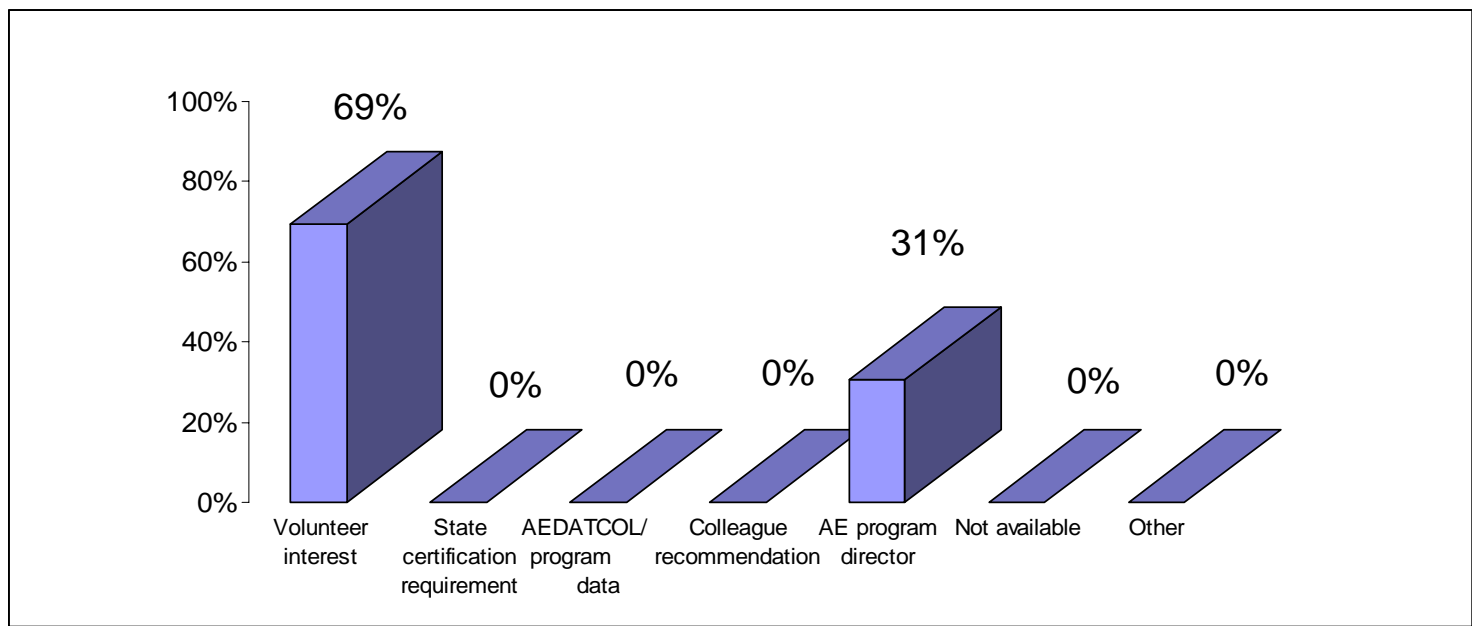
n=13

Q92. The secondary sources of professional development for volunteers are provided by: (Check all that apply)



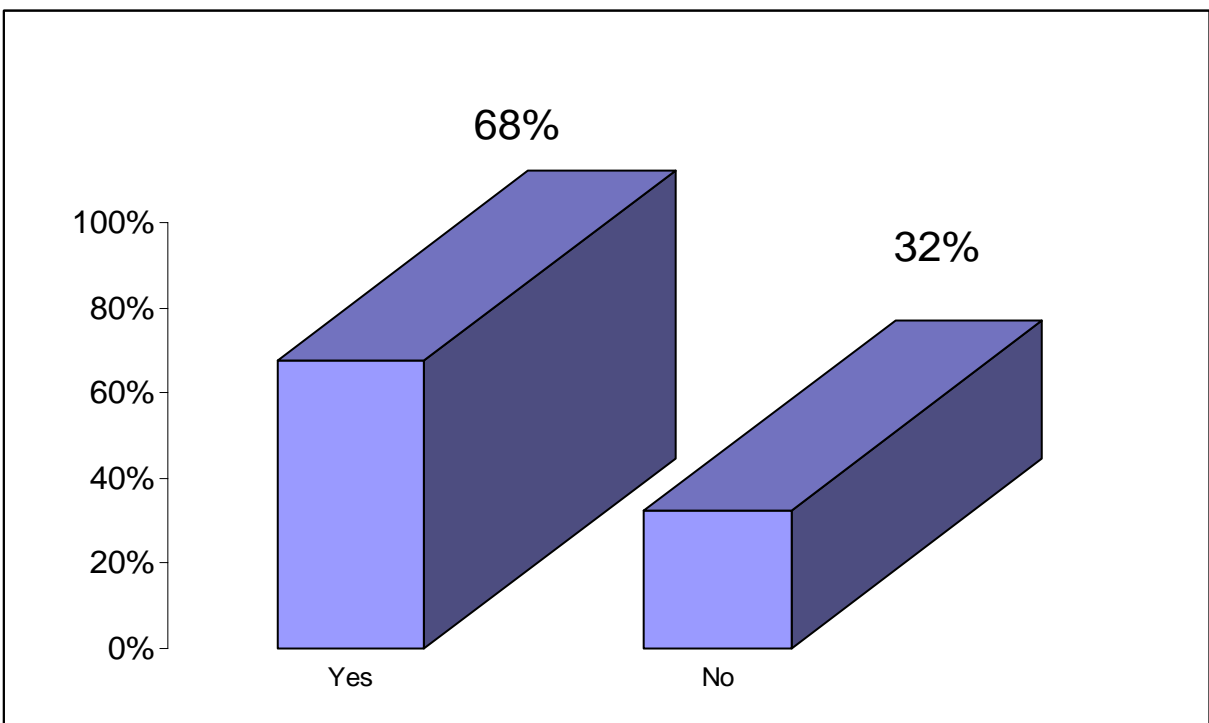
n=13

Q93. The professional development training volunteers attend are determined primarily by: (Select one)



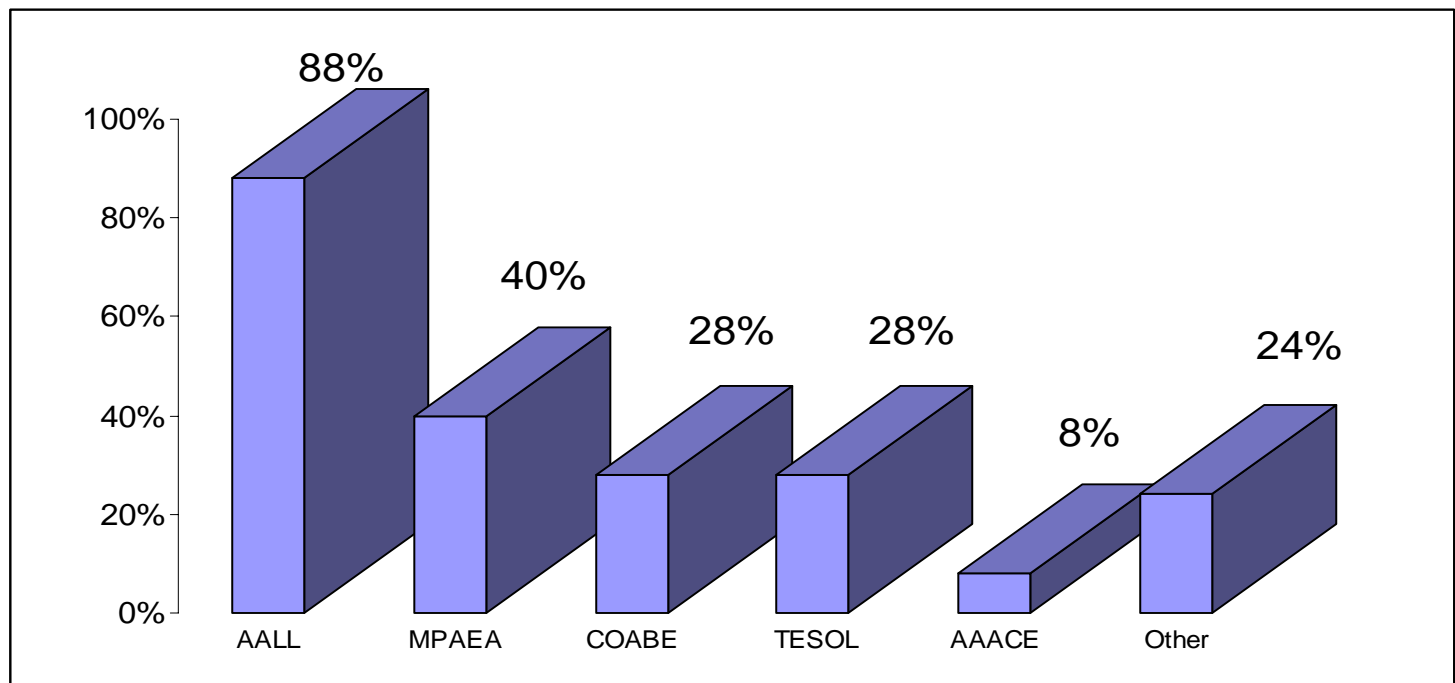
n=13

Q94. Does the program fund individual memberships in professional organizations for adult education staff?



n=37

Q95. What professional organization memberships does the adult education program currently fund? (Check all that apply)

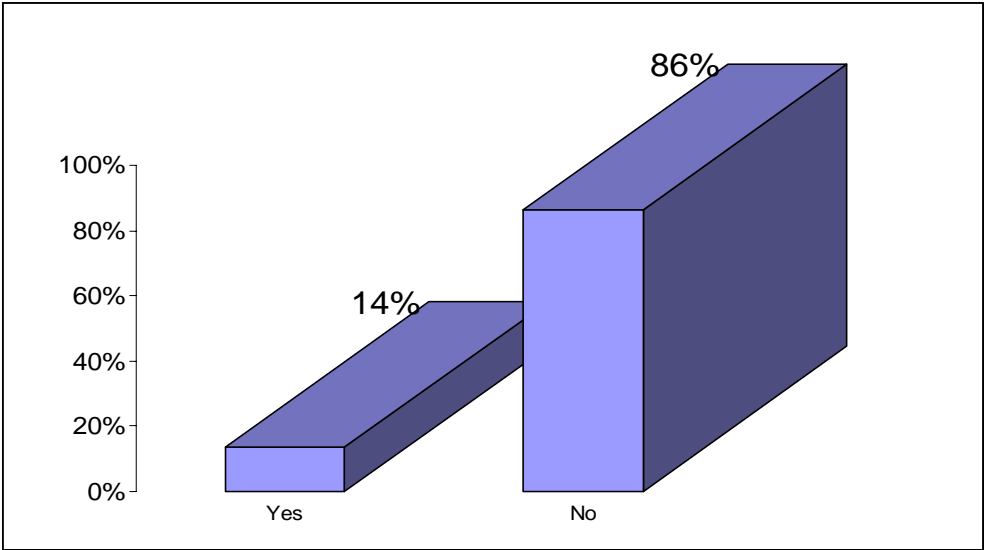


Written responses:

- Proliteracy
- AZ Correctional Education Inc.
- AAACE, AZ-TESOL
- ProLiteracy America
- Membership to any organization as part of conference registration
- AZ-TESOL

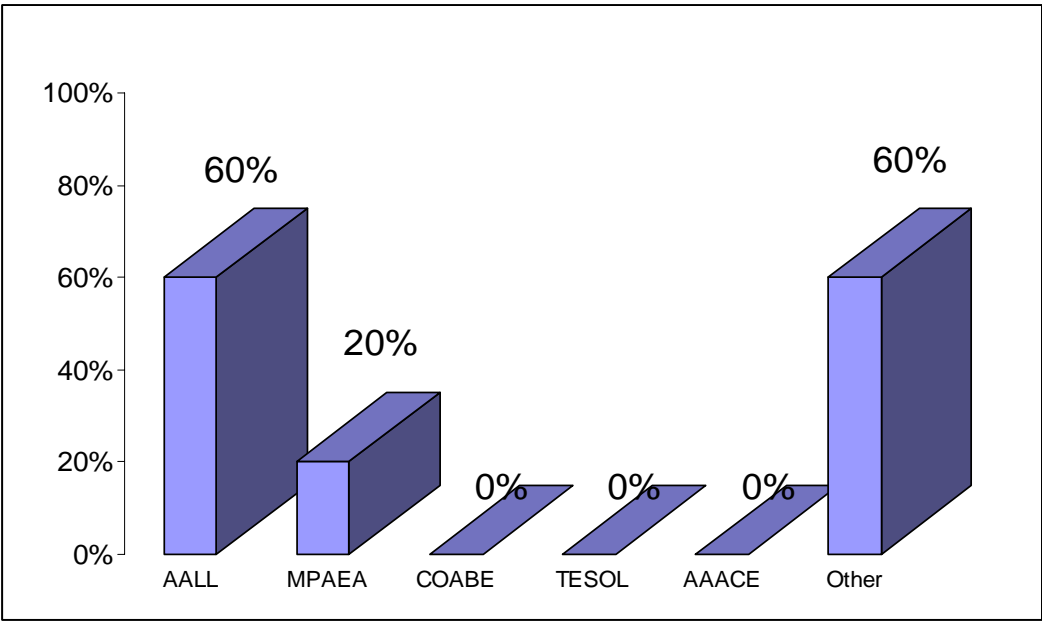
n=25

Q96. Does the program fund program memberships in professional organizations for volunteers in the adult education program?



n=37

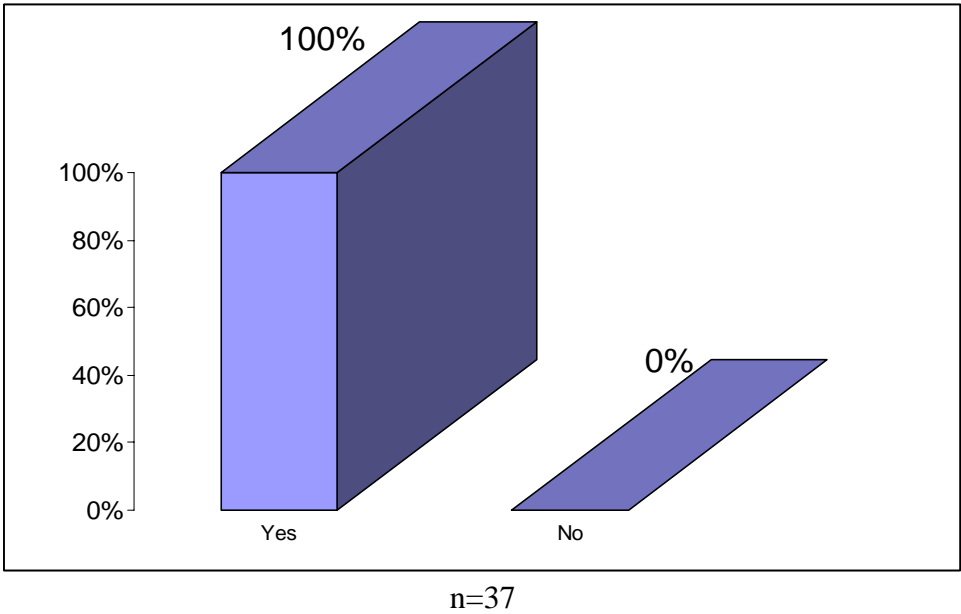
Q97. What professional organization memberships does the adult education program currently fund for volunteers in the adult education program? (Check all that apply)



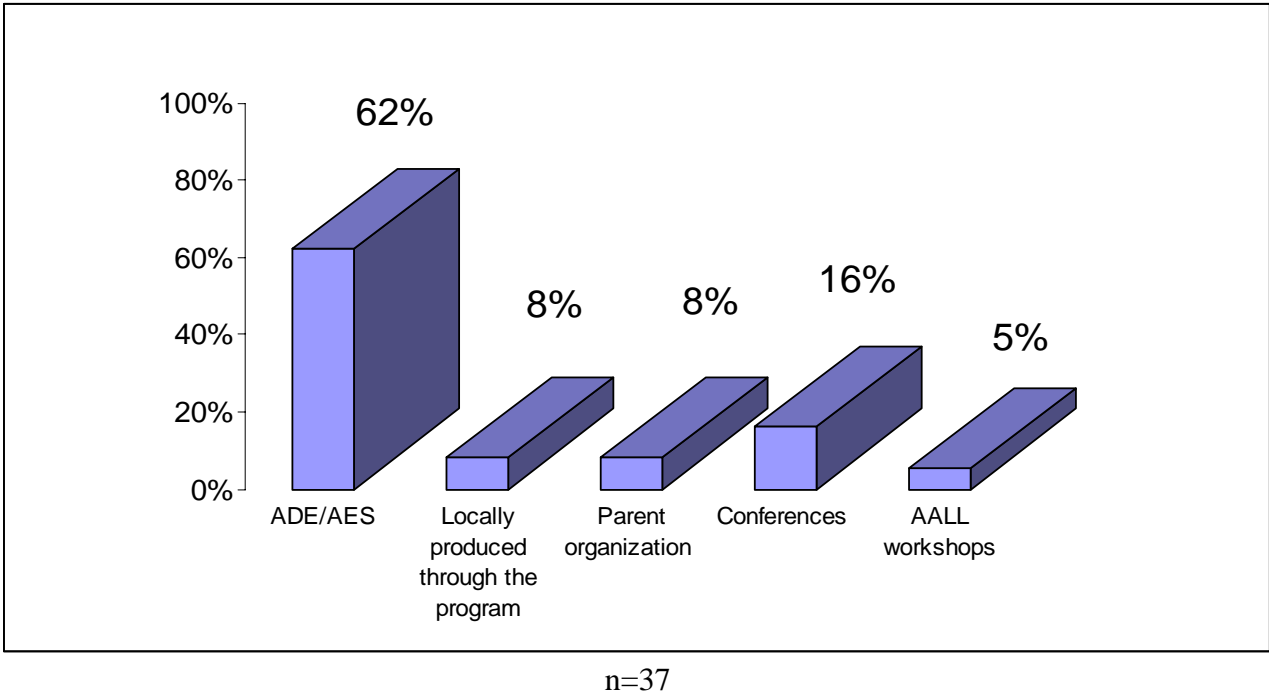
- Written response:
- Proliteracy America
 - ProLiteracy America
 - ProLiteracy America

n=5

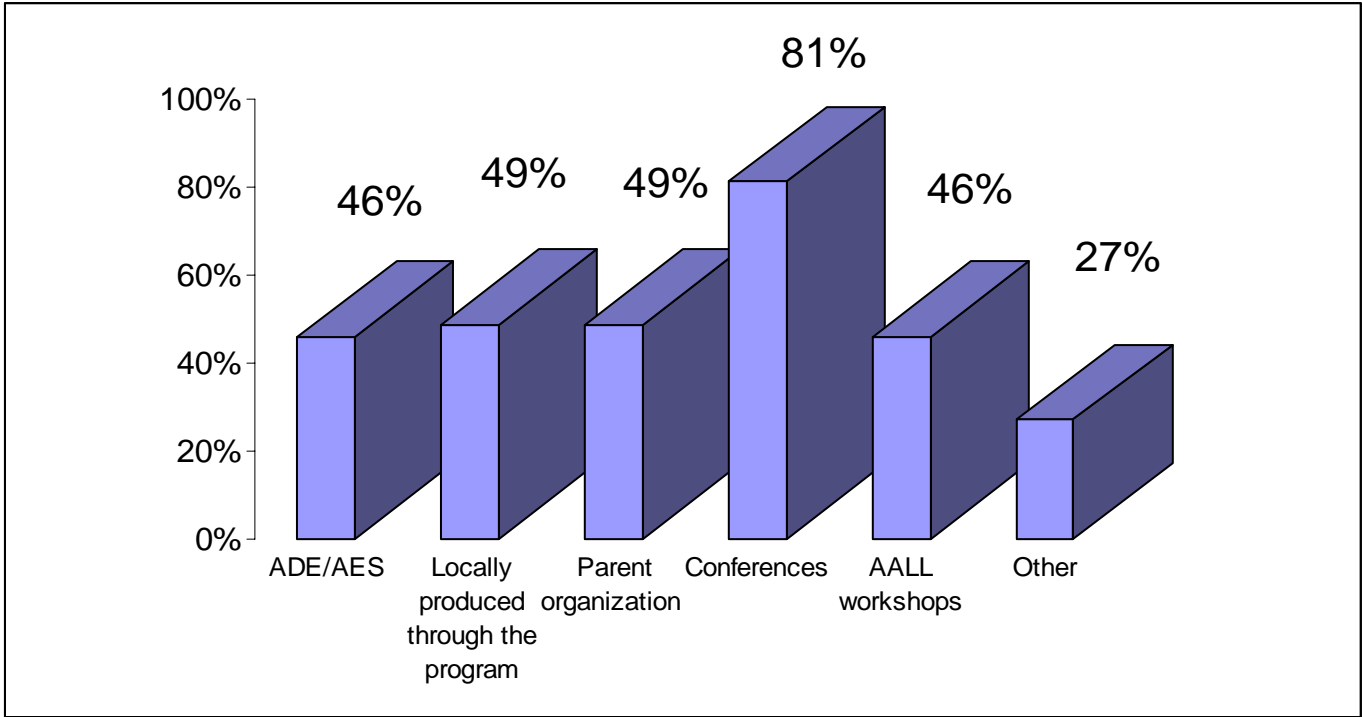
Q98. Do you participate in professional development activities?



Q99. I attend primarily professional development training offered through: (Select one)



Q100. Additional sources of professional development training I complete are offered through: (Check all that apply)

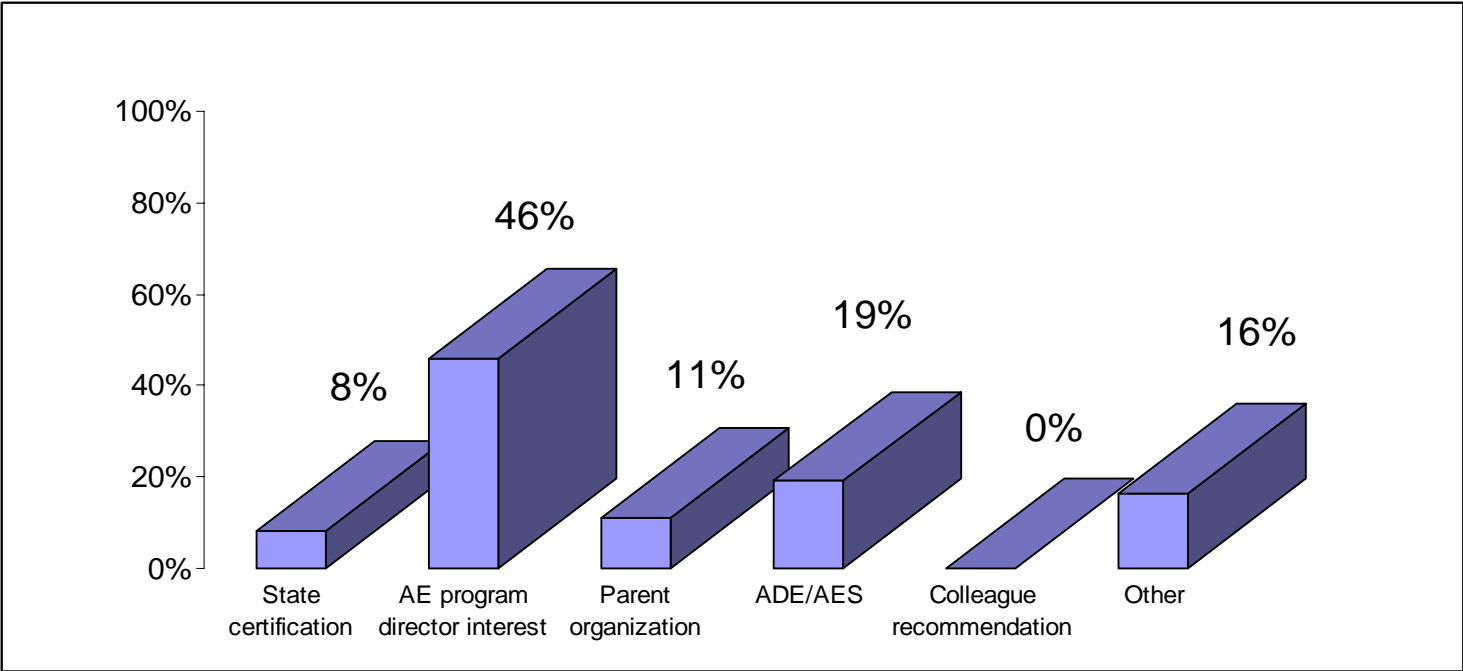


Written responses:

- On-line courses
- TESOL
- AZ Correctional Education Inc.
- Classes at the university
- Association of Fundraising Professionals
- ADE - Famiy Literacy Division
- Az DES and Voc Rehab
- NIFL Internet and other (ASSETT)
- AOC mandated training
- Online classes

n=37

Q101. The professional development training I attend are determined primarily by: (Select one)

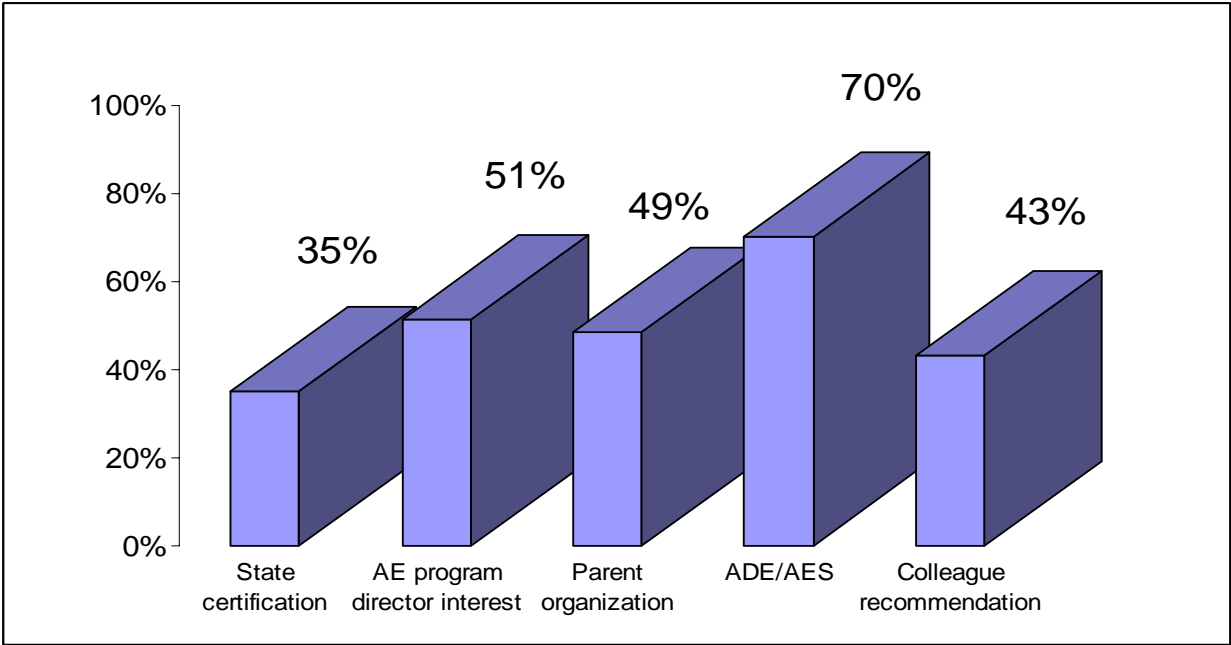


Written responses:

- Self
- Needs of the Organization
- My development needs
- My interest
- All of the above, including AOC mandates
- available time

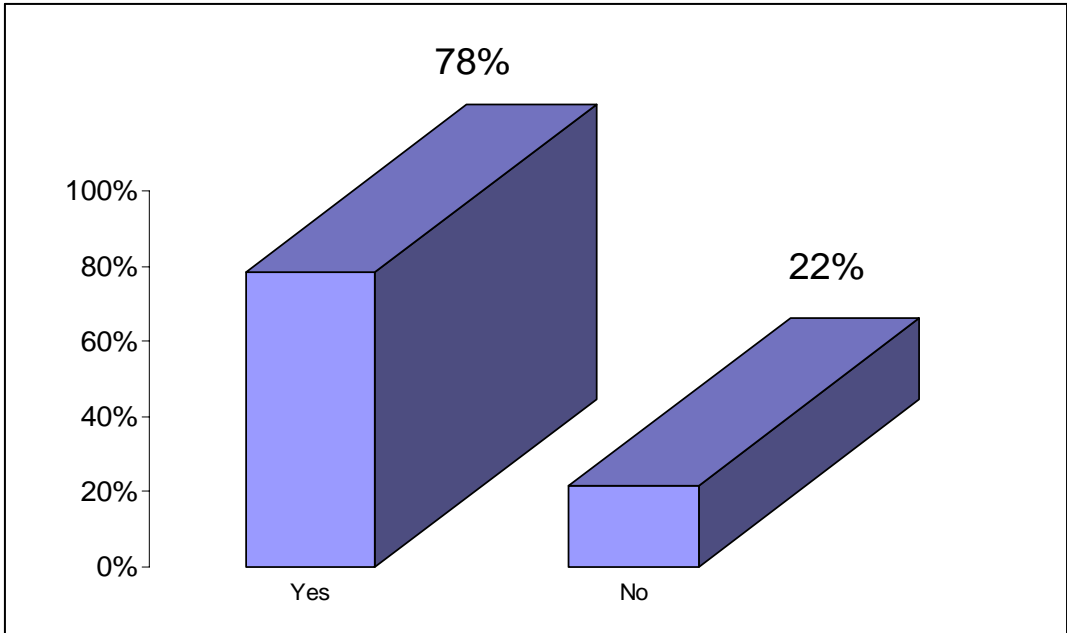
n=37

Q102. Additional sources used to determine the professional development trainings I attend are: (Check all that apply)



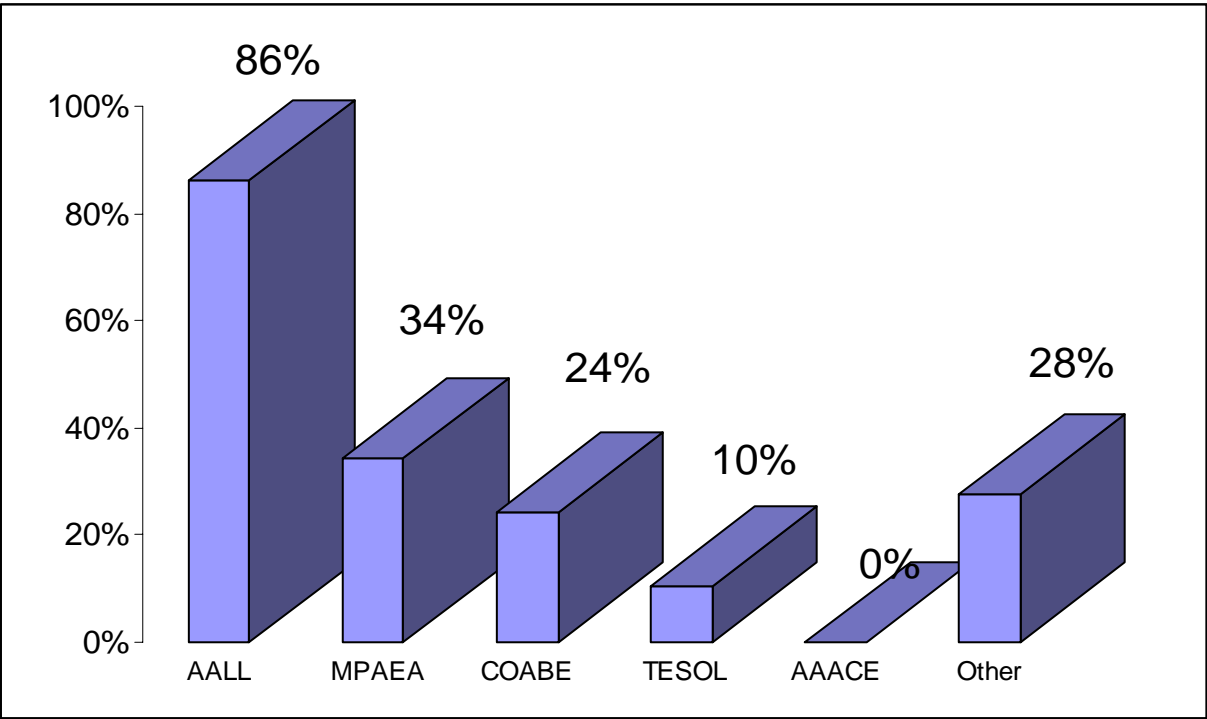
n=37

Q103. Are you a current member of an adult education professional organization?



n=37

Q104. I have current membership in the following adult education professional organizations? (Check all that apply)

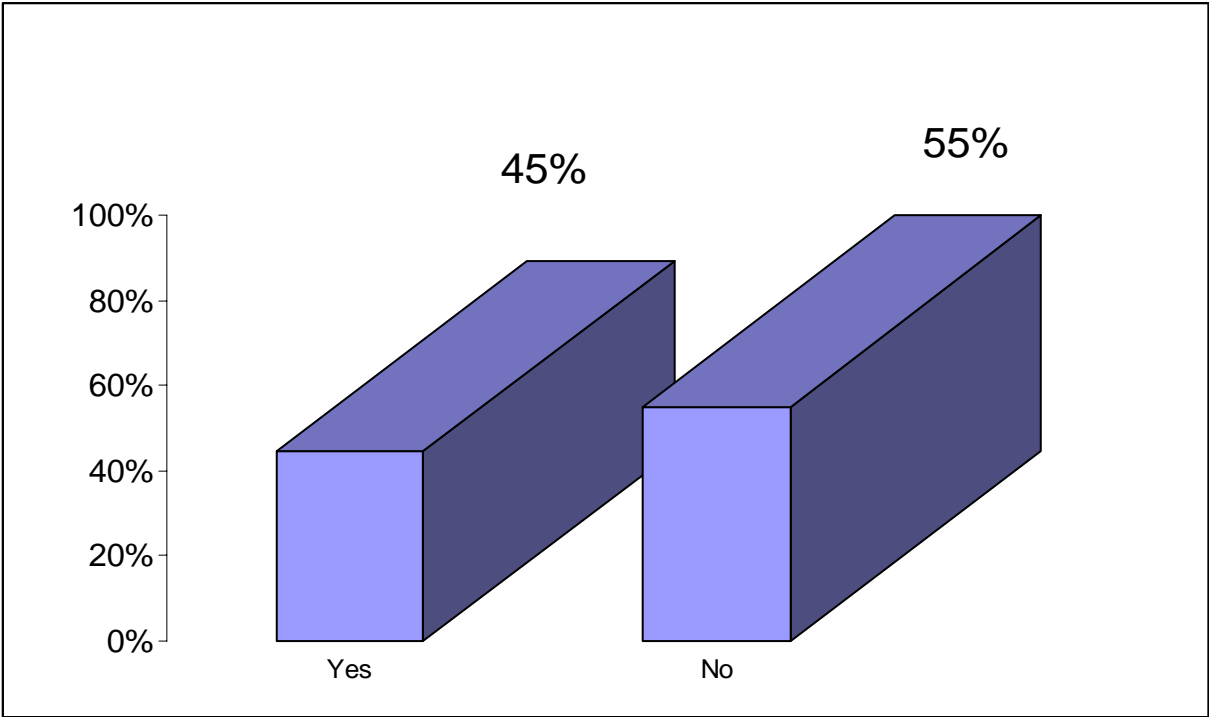


Written responses:

- NADE
- NADE
- ProLiteracy/ Social Enterprise
- AZ Correctional Education Inc.
- Family Literacy Alliance
- ProLiteracy America
- Arizona Correctional Educators (ACE)
- National Assoc. for Developmental Ed., Southwest Assoc. for Dev. Ed.

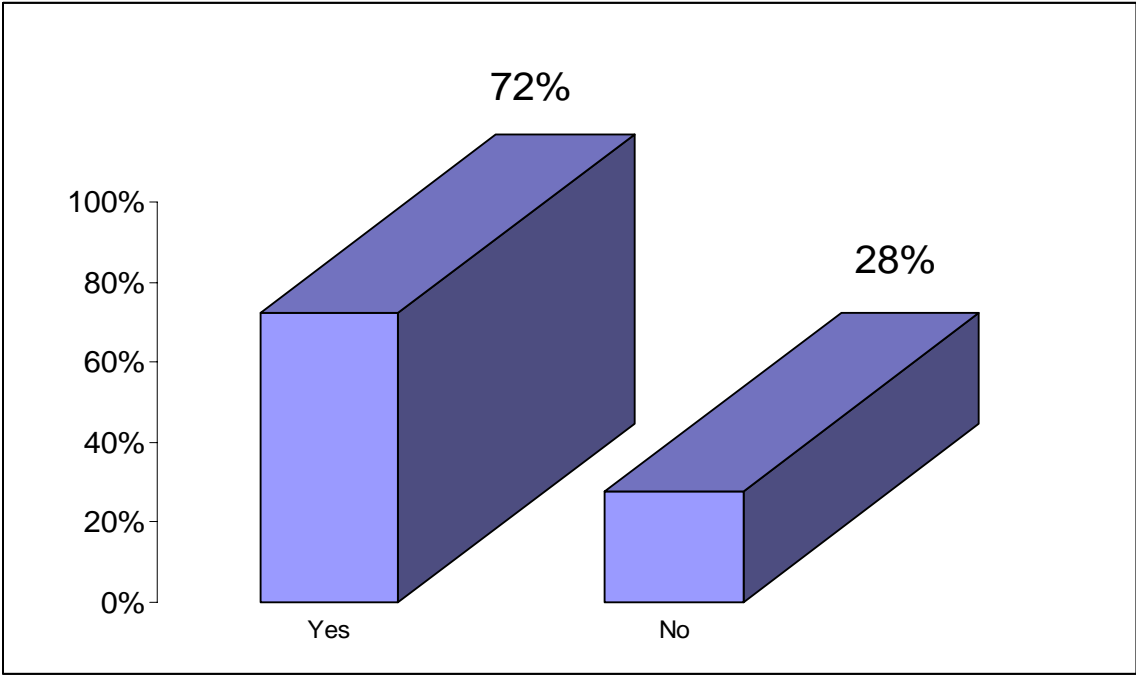
n=29

Q105. Have you held a leadership position in an adult education professional organization?



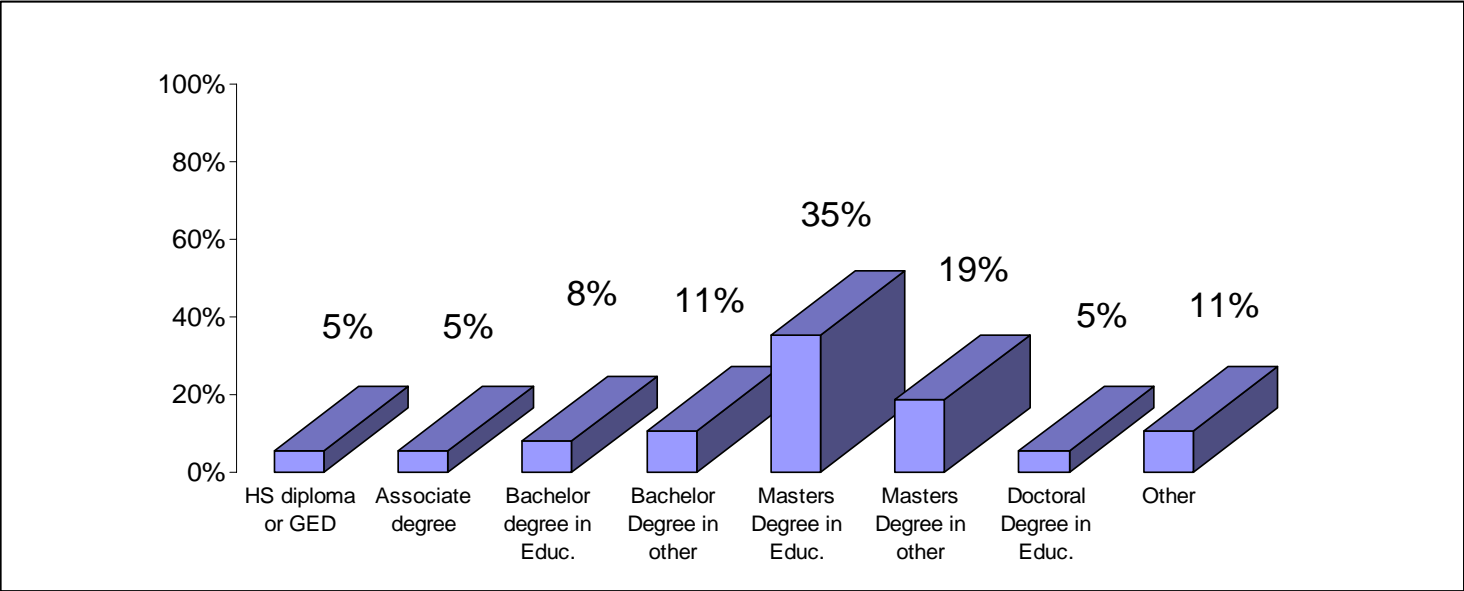
n=29

Q106. Do you participate in adult education blogs and/or listserves?



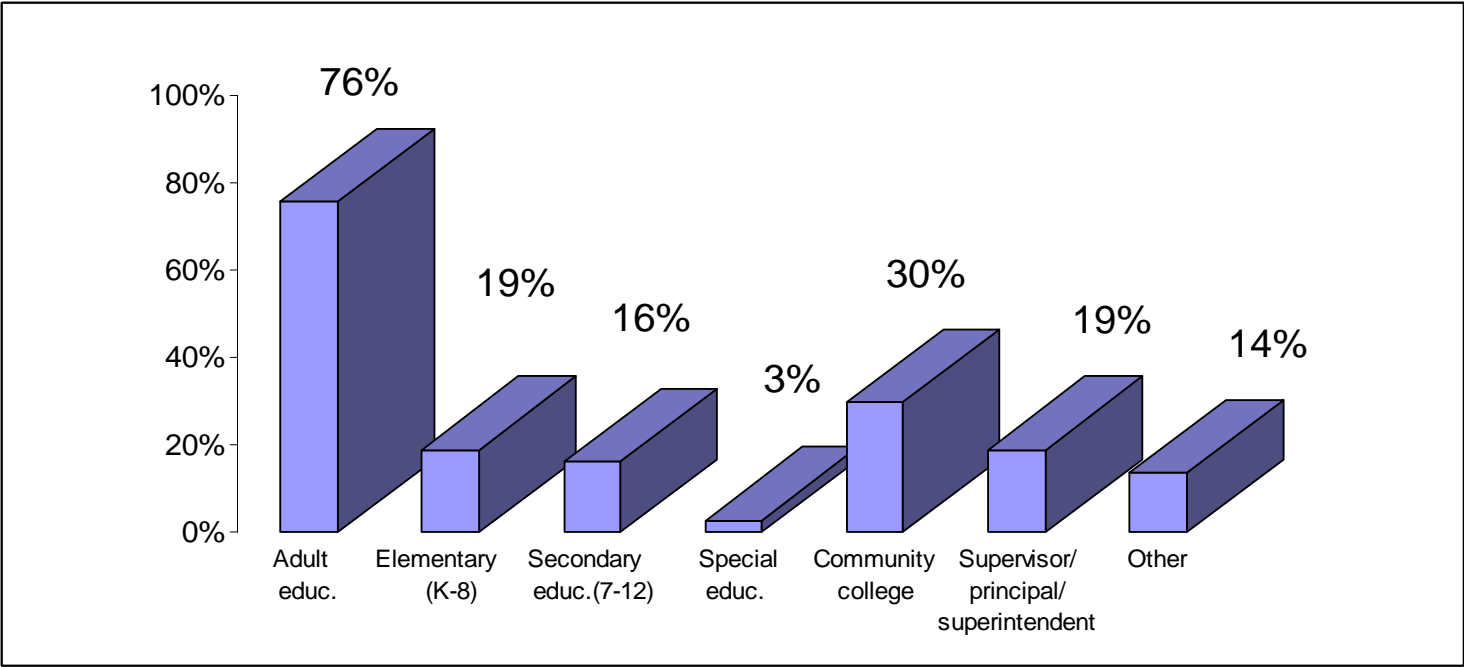
n=29

Q107. Which is your highest level of educational achievement? (Select one)



n=37

Q108. I currently hold Arizona certification in: (Check all that apply)

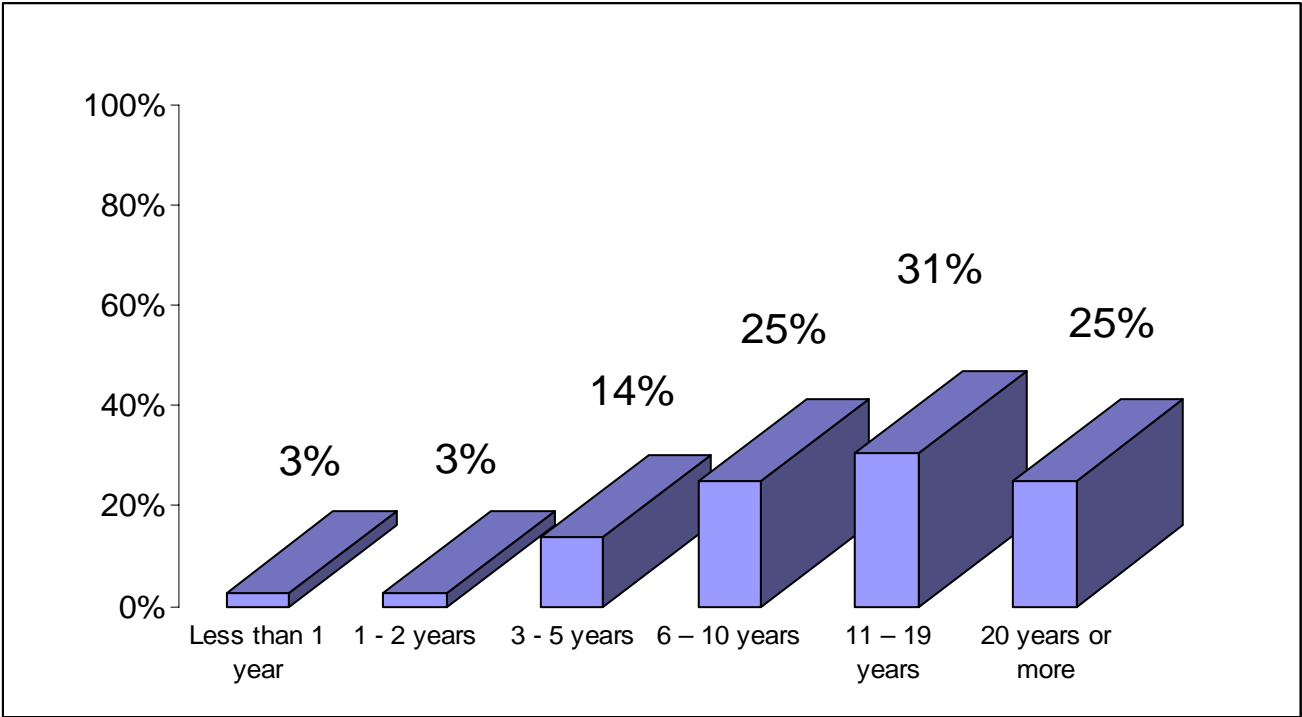


Written responses:

- adult ed is up for renewal
- none of the above
- Bilingual endorsement - spanish
- Licensed Social Worker
- none of the above

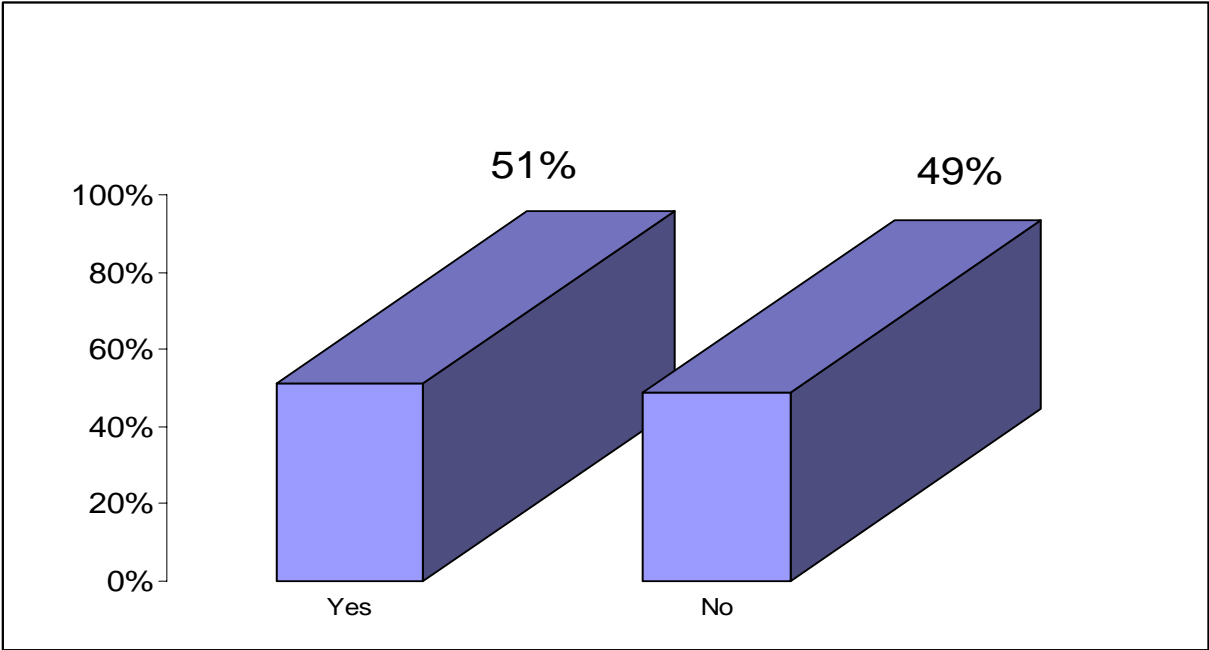
n=37

Q109. Total number of years in adult education: (Select one)



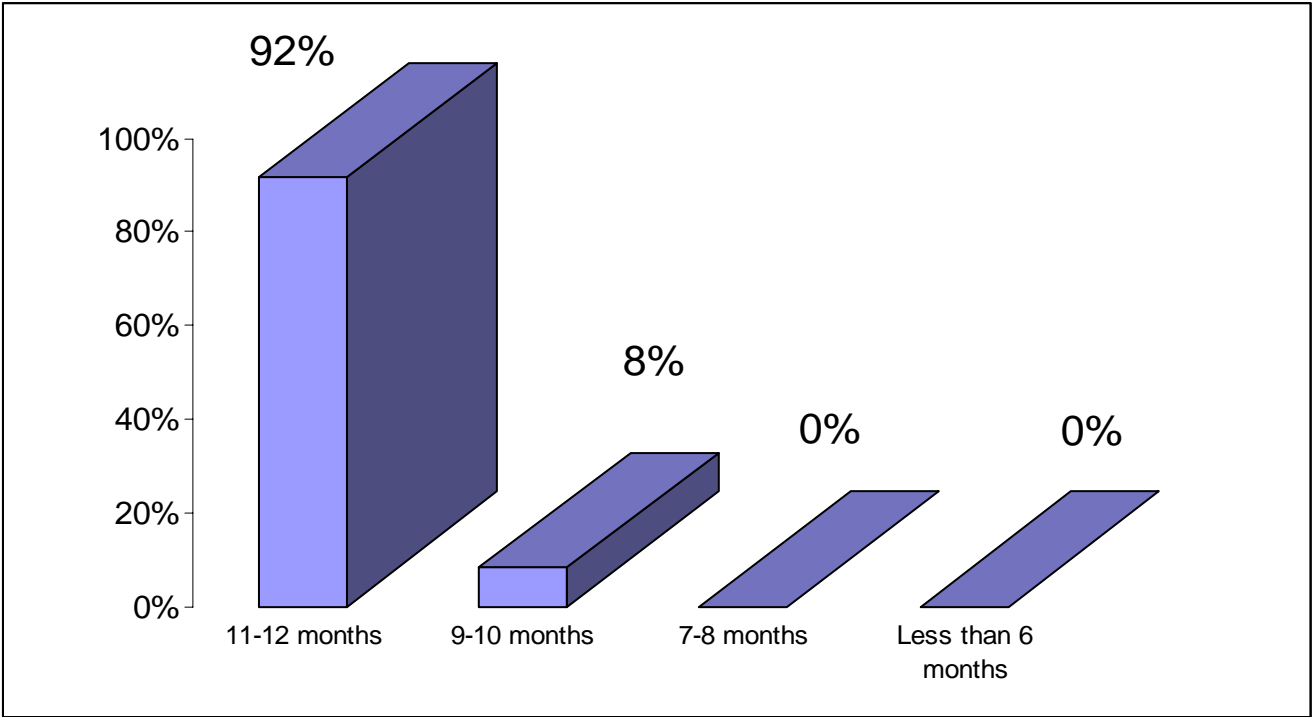
n=36

Q110. Do you sign a contract for your adult education program director position?



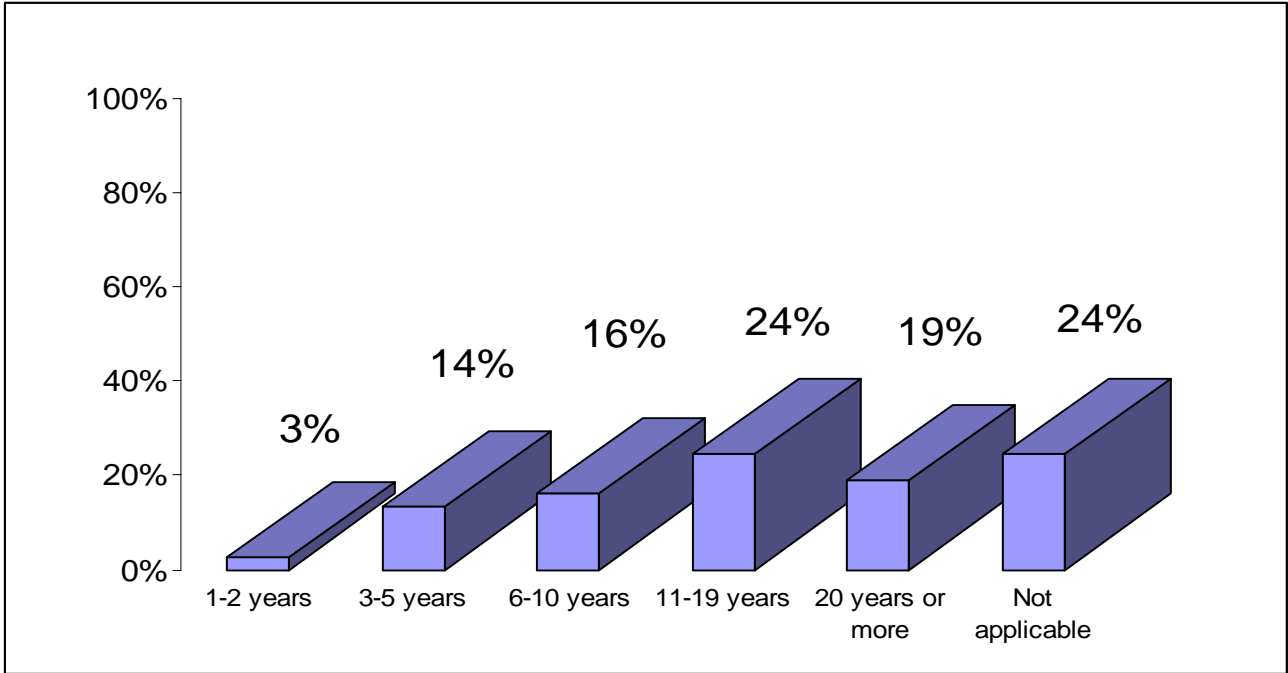
n=37

Q111. How many months out of the calendar year do work? (Select one)



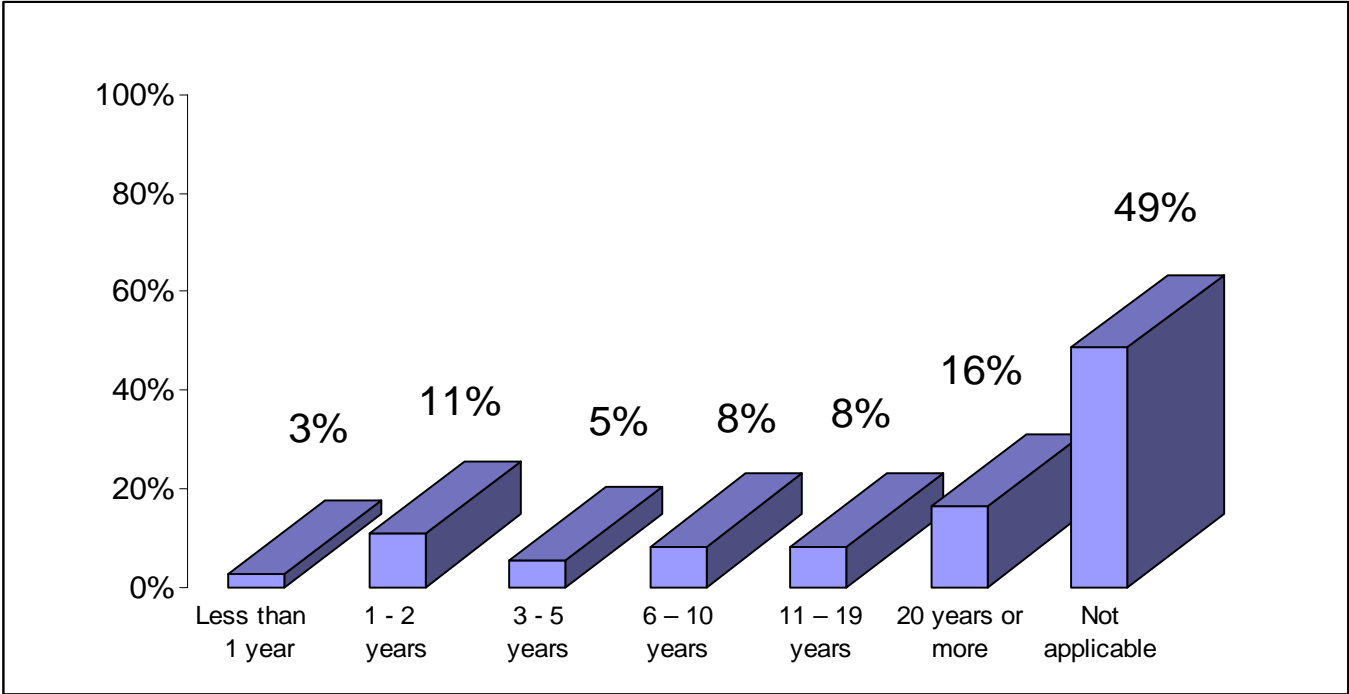
n=37

Q112. Total number of years teaching in adult education: (Select one)



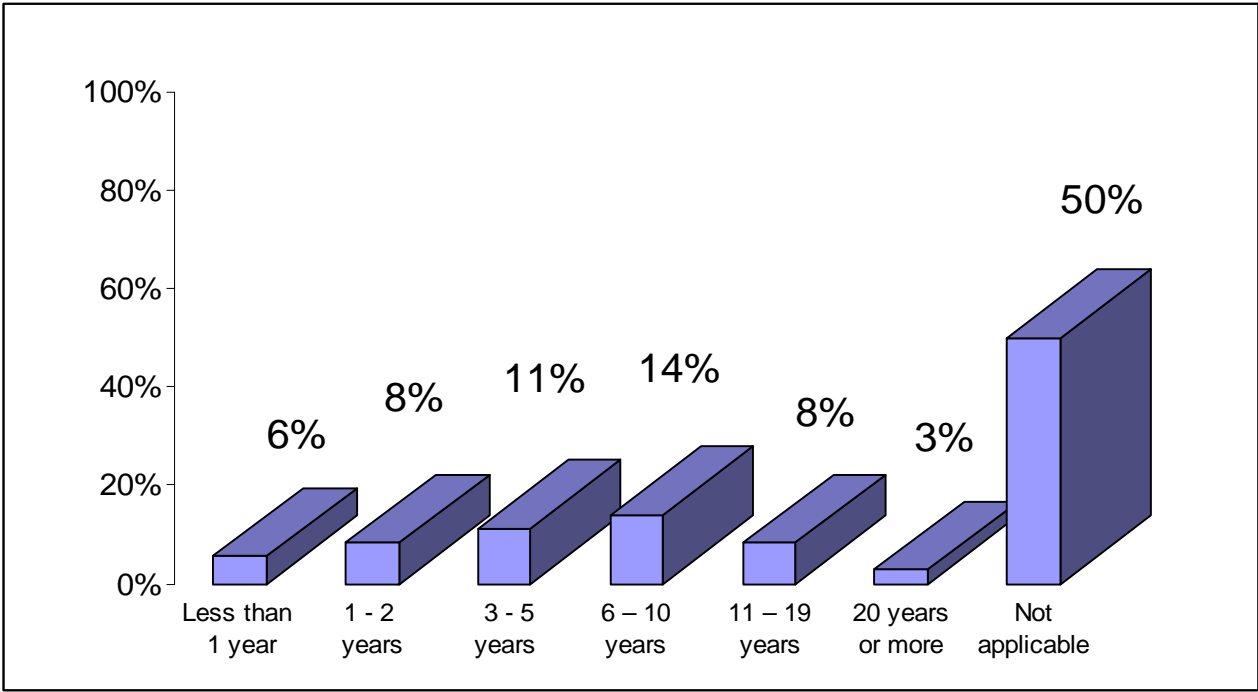
n=37

Q113. Total number of years teaching K-12: (Select one)



n=37

Q114. Total number of years teaching in a community college and/or university: (Select one)



n=36

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